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ABSTRACT

This report contains a description of the current elementary teacher education program at Shaw University; a brief summary of each of the nine U.S. Office of Education models for elementary teacher education programs; review and synthesis of concepts in the three models (Florida State, Georgia, and Massachusetts) most applicable in redeveloping the Shaw program; description of proposed changes in the undergraduate program; and description of a proposed fifth year master's program in elementary education. Conclusions and recommendations deal with 1) use of behavioral goals and student participation in planning; 2) applicant screening and guidance service geared to self-adjustment; 3) individualized instruction; 4) focus on specific learning competencies: evaluation of learning goals, a knowledge of pupil achievement levels, understanding of the learner's characteristics, long- and short-range planning techniques, and self-development techniques; 5) a clinical program that is developmental in nature; 6) use of some aspects of consortium-type planning; 7) a 5-year program with six professional components; methods and curriculum, child development, teaching theory and practice, professional sensitivity training, social and cultural foundations, and self-directed components; and 8) a conceptual type of program structure which would include controlling knowledge, actualizing the self, shaping the school, making and executing teaching strategies, and creating an interpersonal climate. (JS)

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FINAL REPORT - PART I

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A COMPREHENSIVE PROGRAM FOR THE TRAINING OF ELEMENTARY SCHOOL TEACHERS AT SHAW UNIVERSITY

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Section I

Introduction

A PROPOSED COMPREHENSIVE PROGRAM FOR THE TRAINING OF ELEMENTARY SCHOOL TEACHERS AT SHAW UNIVERSITY

This project reviews nine sets of specifications for comprehensive undergraduate and in-service teacher education programs for elementary school teachers and considers the implications for this institution of three of the models. The three models selected for consideration were developed by:

1) Florida State University
2) University of Georgia
3) University of Massachusetts

As a part of Shaw University's plans to revise and update its teacher education program, the nine models were examined and an in-depth study was made of three of the models. This examination included seminars, workshops, and visits to educational centers by members of the Shaw faculty engaged in the study and visits to this institution by consultants.

This project considered it most important that the teaching faculty and other staff members of the total University be informed of the overall purpose and procedures of the project. Information was presented in orientation sessions of faculty and staff, and progress reports were presented to the faculty at intervals to evaluate the program.

Workshops and seminars involving faculty members, especially those assigned to the task of developing the program, were built into the projects. Phase 1 model consultants and resources were utilized.

Contacts, through visits and reports, were made with other institutions that are cooperating with the USOE Project.

Plans and procedures for a procedures graduate

Plans and procedures for a procedures graduate candidate program are a part of the total Project.

The Division of Teacher Education at Shaw University is currently reviewing its elementary teacher education program. This project has provided the resources required to study nine USOE Projects relating to the preparation of elementary school teachers. The nine Projects were completed through contracts with the Department of Health, Education, and Welfare by the following institutions:

1) Columbia University
2) Florida State University
3) Michigan State University
4) Northwest Regional Laboratory
5) University of Pittsburgh
6) Syracuse University
7) University of Toledo
8) University of Georgia
9) University of Massachusetts

These nine Projects were considered by the teacher education faculty at Shaw University to represent new approaches in the preparation of elementary school teachers. The funds in the project provided the resources needed to examine each of the nine proposals for philosophy, concepts, and detailed approaches and strategies which could be relevant in redeveloping the Elementary Teacher Education Program at Shaw University. In addition, three of the nine proposals were ones which had concepts which could be applicable and adaptable to a developing university like Shaw.

Specific Objectives

The objectives of this project were to:

1. Review the nine projects listed above.
2. Select the ideas which were most applicable in redeveloping the program for preparing elementary school teachers.
3. Provide time and resources for a task force study of the elementary teacher program at Shaw University and make recommendations for its development.
4. Test the feasibility of parts of the model projects at a developing institution.

Procedure

A task force of teacher educators reviewed the nine projects on elementary teacher education. Three projects were selected for detailed review and synthesis of ideas relevant to Shaw University. Orientation sessions, workshops, and seminars were conducted to inform other faculty members of the purpose and progress of the project. The members of the task force also visited other institutions which had teacher education programs for preparing elementary school teachers.

After the task force completed its review of the projects and its visitation schedule, a synthesis of the projects was completed and a list of recommendations for Shaw University was prepared.

Use to Be Made of Findings

This report will be disseminated, upon request, to all colleges and universities interested in elementary education at developing institutions. Copies will also be sent to the U. S. Office of Education for further dissemination.

Section II

CURRENT PROGRAM FOR ELEMENTARY EDUCATION MAJORS

The Program for elementary teachers at Shaw University is divided into two phases. In the first phase, a general education program is required of all students during the first two years of their college program, irrespective of their major field of study. The second phase covers the last two years of their college program and concentrates on the student's major area of specialization.

Phase One of the Program for Elementary Education Majors

(First two years is general education)

English

English 151, Modern Grammar -- Designed to introduce the student to contemporary structural American grammar and usage.

English 152, Semantic Analysis -- Designed to teach the student how to define, analyze and classify through the study of the behavior of language.

English 153, Expository Analysis -- Designed to teach the major approaches of expository writing: classification, definition, comparison and contrast, cause and effect, etc.

Mathematics

Mathematics 151 & 152, General Education Mathematics -- Elementary logic and abstract mathematical systems, including elementary algebra as such a system. Introduction to Trigonometry, Analytic Geometry, Limits and Calculus, Probability and Statistics, Mathematical Induction, Vectors and Matrices.

Life Science

Science 161, A survey of the biological sciences for non-science majors, with special emphasis on genetics, evolution, disease, viruses and the concept of "what is life."

Physical Science

Physical Science 171, Man and Nature -- The objective here will be to grasp the basic issues and problems involved in man's present attempt to comprehend himself and manage his environment. The central issues are Control of the Environment (population, pollution, disease, atomic energy and space). The relevant issues, questions, and methods inherent in the disciplines of the natural sciences will elucidated, analyzed and explored with the help of the interdisciplinary teaching team.

Communication

Communication 151, 152, 153, Dyanmics of Communication -- A three-term sequence designed to provide the student with an adequate integrated knowledge of communication theory and practice. The program will include oral, audio-visual and written communication with emphasis upon interpersonal commication, 1st, 2nd, and 3rd term respectively. Students are exposed to a series of lectures, discussions, and laboratory exercises in order to facilitate their understanding and to sharpen their communicative skills.

World Civilization

The Non-Western World Parts I and II -- Three courses are designed to introduce students to the general problems of international politics and cultures of the Non-Western World.

Afro-American Studies

African Civilization, Part I - The origin of mankind. Introduction to History of Man in Africa up to 1800 A.D.

African Civilization, Part II - African Civilization I is a prerequisite.

Contemporary Black Struggle, Part III - Examination of current struggle of Black people in rural and urban America.

Physical Education

Physical Education 151, 152, 153 -- Physical Education Service Courses for Men. Attention is given to learning group games, indoor and outdoor games, and calisthenics. Seasonal sports such as football, soccer, fundamental gymnastics, folk dances, and track and field are emphasized.

Physical Education Service Court for Women -- Activities in this program are selected on the basis of the special needs of women students. Emphasis is on the development of body control and some proficiency in indoor and outdoor seasonal sports such as soccer, volleyball, speedball, tennis, basketball, track and field.

Electives

All elementary majors in General Education must take three elective courses, one of which must be in "Urban Science."

Urban Issues and Problems 191 -- This course will give the student an overview of the topic he will be dealing with in this field. The course will be highly topical, its content determined by the most important urban issues and problems of the particular year in which it is being offered. The major focus will be to develop a perspective which will aid the student in relating specific issues to the total urban scene.

Dynamics of Behavior 201 -- This course concerns itself with the study of human behavior, with emphasis on the common behavior patterns, motivations, defense mechanisms, and the like. It will include some work with theory, but the major emphasis will be on the varieties of normal patterns of interaction.

Phase Two of the Program for Elementary Education Majors

(Major Courses for All Elementary Education Majors Subject-Matter Preparation)

English

American Literature 220 -- A study of American Literature from its beginning to the late Nineteenth Century. Emphasis on major works.

or American Literature 221 -- A study of American Literature from the late Nineteenth Century to the present. Emphasis on major works.

Art

Art 212, Introduction to the Visual Arts -- An introductory survey of the visual arts (painting, sculpture, architecture) from the beginning to the present, with emphasis on representative work of major periods and cultures, specifically designed for the student who wishes to major in art. Student will be required to observe an example of each of the visual arts.

Music

Music 361, Music Essentials for Classroom Teachers -- A study oriented toward the acquisition of the musical skills and basic theoretical understanding necessary for classroom teachers.
(Elementary Education majors must also take Art 222, Drawing and Composition or Music 362, Teaching Music in the Elementary School, comprising a total of nine hours in Art and Music.)

Art 222, Drawing and Composition - An introduction to the principles and techniques of representational drawing and the investigation of various media.

or Music 362, Teaching Music in Elementary School-- A study of the methods of presentation of music in the elementary grades, utilizing an activities approach: singing, playing rhythms, listening, reading, and writing of music. Prerequisite: Music Theory 213, Music Education 361, or its equivalent knowledge.

Health and Physical Education

Physical Education 211, Physical Education for Teachers -- A course designed for elementary teachers. The programs of physical education suitable for the primary, intermediate, and upper elementary grade dealing with principles, methods, and materials are presented.

Health Education 351, Principles and Methods of Teaching Health Education -- Principles of health and methods to be employed in the teaching of health in the elementary and secondary school are presented.

Physical Education 353, School and Community Health-- This course is designed to give a general survey of the science of sanitation with emphasis on the school and community phases of hygiene, and the relation of the teacher to school and community health.

History

History 341 and 342, History of the United States, Parts I and II -- The evolution of America from its European background to date.

Geography

Geography 211, Principles of Geography -- A study of the natural environment as related to man and his activities.

Geography 313, Regional Geography -- A description and analysis of the major regions of the world with emphasis upon man and his use of the land. This course is designed especially for persons majoring in elementary education and social studies.

Political Science

Political Science 223, U. S. Federal Government -- Study of the origin, development and basic features of the government found in this country on the national level.

All elementary education majors must have a concentration (18 hours) in one or more of the following subject areas:

- English
- Mathematics
- Music
- Science
- Social Sciences

Professional Education Courses for Elementary Education Majors

Education 211, The American School System -- A general survey of the outstanding trends and problems in education, including their historical developments. Designed to serve as an introductory course to all courses in education.

Education 313, Child Psychology -- The purpose of this course is to give a prospective teacher a practical and functional knowledge of the physical, social, emotional, and mental nature of children. Students are given many opportunities to observe children under school and out-of-school conditions. In addition, students are given experience in the use of informal child study techniques.

Education 320, Parent-School-Community Relations-- Designed for elementary majors in early childhood education seeking certification in grades K-3. Course deals with the role of the teacher in those relationships with parent, school, and community which affect and involve young children.

Education 323, The Role of the Teacher -- This course is designed to interpret the organization and administrative structure of the American Public School and the role of the teahcer in the process. Attention is given to the philosophical and cultural influences upon organization and the administrative responsibilities involved in the development of the program. Emphasis is placed on the function of the teacher in:
1) curriculum and change; 2) organization of instruction and scheduling; 3) extra-class activities and duties; 4) faculty-staff-pupil relationship; 5) teacher-administration relationship; 6) pupil-personnel service.

Education 331, Children's Literature -- Children's Literature including legends, myths, fables, traditional and modern fairy tales, realistic stories and poetry. The technique of story-telling is discussed.

Education 340, Multi-Media Resources and their Use in Education -- A survey and introduction to the use of a wide range of multi-media audio and visual resources in education.

Education 350, Measurement and Evaluation -- A survey of the basic concepts in measurement and evaluation; a review of the most popular standardized tests used in the classroom.

Education 411, Teaching Mathematics in the Elementary School -- Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in mathematics program in the elementary school.

Education 412, Teaching Science in the Elementary School -- Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences and understanding of the biological, physical and earth sciences.

Education 413, Teaching Communication Skills in the Elementary School -- Designed to acquaint the elementary classroom teacher with techniques of teaching and resources and materials dealing with skills of reading, listening, speaking and writing.

Education 414, Teaching the Social Sciences in the Elementary School -- Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in the social studies areas and to familiarize students with materials and resources dealing with such subject matter.

480 EST, A Correlated Course in Methods and Student Teaching -- This course, which is designed to correlate theory with real learning in school situations, presents the objectives, principles and methods of directed observation and supervised teaching. Emphasis is given to general problems of the student and beginning teacher. This course is designed for the elementary education major.

Section III

REVIEW OF SIX MODELS FOR ELEMENTARY TEACHER EDUCATION

The University of Pittsburgh Model

Instructional models, in general, call for an environment in which students are helped to develop behavior which is related to specific goals and objectives of the educational program. The process described in the Pittsburgh Model includes a phase which assists the student in self-analysis and in self-development. The trainee in the teacher education program is expected to contribute to the development of the instructional plan most appropriate for his level of competency. The resulting instructional environment for each student trainee emphasizes individualization of instruction.

The individualized program of instruction in the Pittsburgh Model emphasizes both mastery and efficiency. Trainees are expected to reach specified levels of performance before moving into other modules. On the other hand, students can progress at their own rate without the arbitrary time limits which are usually imposed by conventional course hours and credits.

Admission to Teacher Education Programs

The Pittsburgh Model calls for screening applicants for the teacher education program on the basis of their past performance in the academic disciplines, their general well-roundedness, and their demonstrated or potential ability to get along well with children as an instructional leader. Upon admission to the teacher education program, the students undergo a rather extensive guidance program designed to enhance self-development in personal and professional areas.

Guidance services for future teachers are offered to provide personal guidance which can alleviate problems of self-adjustment and to provide help in planning for a professional career. The guidance program includes clinical sessions in which future teachers are aided in developing behaviors necessary for effective instruction. In addition, guidance is included which can help teachers in working with groups and in developing programs for students.

Components of an Elementary Teacher Education Program

The rationale underlying the Pittsburgh Model emphasizes that learning should be individualized in such a manner as to encourage each learner to be a planner, a director, and an evaluator of his educational progress. The model specifies the competencies needed by a teacher in order to provide individualized instruction. They are:

1) to clearly specify learning goals in a manner suitable for evaluation,

2) to appraise pupil achievement levels and to diagnose the learner's characteristics,

3) to help students plan for short and long-term learning programs,

4) to motivate students as they progress in their learning program and insure that periodic evaluations are utilized by the student, and

5) to aid students in self development and as cooperating members of the team.

Thus, individualized instruction as defined in the Pittsburgh Model has the following criteria:

1) trainees must be able to proceed through a learning program at their own rates,

2) trainees must continue to progress in a learning program until mastery of the unit has occurred,

3) the level of competency of the trainees should be considered in selecting the units of instruction,

4) trainees should be involved in learning activities which are self-directed and self-selected,

5) trainees should play a role in evaluating the quality, extent, and rapidity of their progress in each learning area,

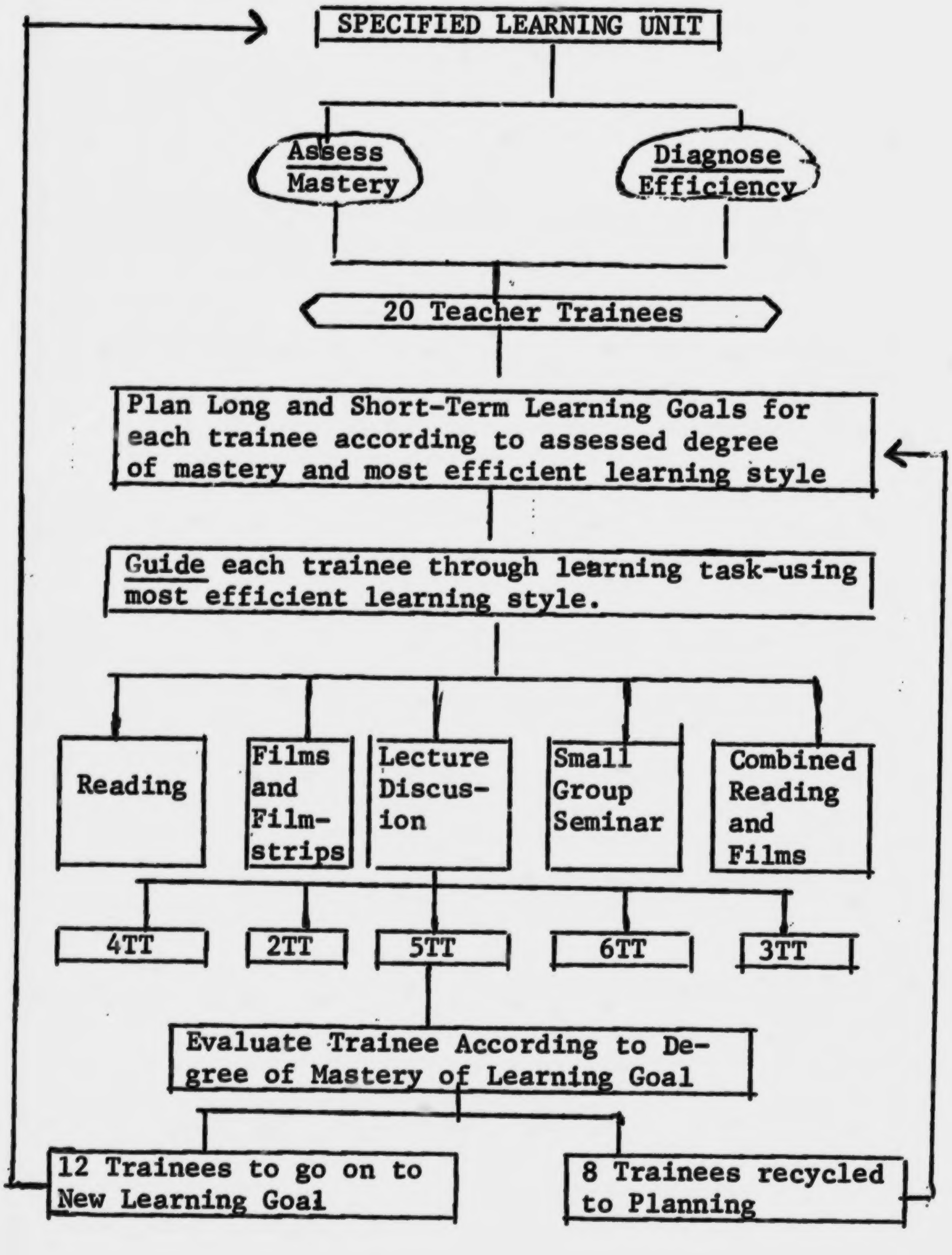
6) the individual needs of each trainee should be considered in selecting the materials, techniques of instruction and setting for instruction, and

7) trainees should utilize group settings in learning social interaction and other competencies which are best learned in groups.

Table I is a graphic picture explaining how trainees reach their learning goals. It should be noted that this method stresses individualized instruction and small group techniques pertinent to trainee competency.

TABLE I

INDIVIDUALIZED INSTRUCTION COMPETENCY UNIT EXPERIENCE


SPECIFIED LEARNING UNIT
Assess Mastery
Diagnose Efficiency
20 Teacher Trainees
Plan Long and Short-Term Learning Goals for each trainee according to assessed degree of mastery and most efficient learning style
Guide each trainee through learning task-using most efficient learning style.
Reading
Films and Film-strips
Lecture Discus-ion
Small Group Seminar
Combined Reading and Films
4TT
2TT
5TT
6TT
3TT
Evaluate Trainee According to Degree of Mastery of Learning Goal
12 Trainees to go on to New Learning Goal
8 Trainees recycled to Planning

The Curriculum for Elementary Teachers

The basic rationale of the Pittsburgh Model Curriculum emphasizes general education coupled with professional teacher education. A strong guidance phase is included in the professional education segment.

The Pittsburgh Model is committed to individualized instruction both in instructing its trainees and in instructing elementary students. The essence of a general education is considered to be: (1) communications, (2) the humanities, (3) the social sciences, and (4) the natural sciences. Complete programs of learning are to be developed by each student within these areas. The buttress of these courses, professional in-service teacher education courses, is included in the student's learning program.

The learning programs in professional education courses include appropriate content such as: (1) learning theory, (2) child development, psychology, etc. In addition, a strong emphasis upon guidance activities are included. The elementary teacher should develop guidance skills in: (1) developing group interaction, (2) developing individual evaluations and diagnoses, (3) analyzing traits which might limit coping ability, (4) formulating plans for self-development in students and (5) developing new behavioral patterns in individuals and groups.

New Concepts in Curriculum Settings

Clinical settings consisting of learning and applying theories of learning and development are required in the new model of elementary teacher education. These clinical settings may provide the environment for linking pre-service and in-service education. These settings should be established through a coalition among colleges, local educational agencies, and teacher organizations. Within these settings, explicit behavior models and techniques of instruction are to be tested and, if successful, adopted. A clinical setting for learning to teach will feature service to children, training for teachers, and a chance to put theory into practice. In the case of individualized instruction, new approaches to teaching are to be fostered and developed.

The Michigan State University Model

The Michigan State University Model is a comprehensive program based on the content and modes of inquiry of the behavioral sciences. Developmental clinical experiences, which begin in the prospective teacher's freshman year and continue through a full year of internship are emphasized. The five major areas of the program are as follow: (1) general-liberal education, (2) scholarly modes of knowledge, (3) professional use of knowledge, (4) human learning, and (5) clinical studies.

Explicit content and instructional recommendations for implementing these areas are presented as short, single-purpose experience modules. Each module is directed toward the accomplishment of a particular behavioral objective, is reported and filed in a uniform manner and can be used for individualized instruction. These modules are grouped in clusters and may be equated in quarter or semester-term credits. A clinical school network, involving the university, elementary schools and other educational agencies is used.

The Northwest Regional Educational Laboratory

The Northwest Regional Educational Laboratory is a competency-based, field-centered systems approach to the training of elementary school teachers. It includes a consortium of twenty-six colleges and universities in the Northwest region of the United States working in cooperation with five State Departments of Education, and the Teaching Research Division of the Oregon State system of Higher Education. The plan specifies that each prospective teacher demonstrate, under both simulated and live classroom conditions, the ability to effect changes that reflect the desired outcomes in the behavior of pupils; that each prospective teacher demonstrate that he can effectively perform the non-instructional tasks required in a school setting; and that he demonstrate that he is able to integrate the professional competencies into a unique and personally relevant teaching style.

"Instructional Systems" are employed to bring about competencies, and the program is individualized with respect to point of entry, pacing, sequencing, etc.. A computer-based information management system is required to handle information.

The Syracuse University Model

The Syracuse University Model embraces three support systems. The Program Support System is responsible for the design, development and testing of instructional modules and the reorganization of each when it does not function up to specification. The Information and Evaluation Support System provides the program support system with the necessary information to perform its function effectively. The Organizational Support System focuses on the internal operating structure of the total program and its relationship with the larger organizations with which the program can be associated and on which it can be dependent, including the total university, the school system, the cooperating industrial and regional laboratories that design and develop educational materials.

There is a basic assumption in this model that a teacher education program can continue to be relevant to the changing world only if it has built in feed-back structure for the processing of ideas, the generating of hypotheses and data regarding the system itself as well as its relation to the changing world in which it exists.

This model involves a five-year program with approximately two and one-half years devoted to the humanities, social sciences, and natural sciences. For approximately another one and one-half-years, the program is structured around six professional components as follows: (1) methods and curriculum, (2) child development, (3) teaching theory and practice, (4) professional sensitivity training, (5) social and cultural foundations, and (6) self-directed component. During the fifth year, the student teaches half-time while he is completing two of the modules. A Master's degree is received upon completion of the program.

The Teachers College, Columbia University Model

The Teachers College, Columbia University Program is built around a conceptual model of teaching which analyzes teaching into six processes. Three of the processes are common to all human functioning and constitute the basis for the general education program: controlling knowledge, actualizing the self, and relating to others. Three are basic to professional education: shaping the school, making and executing teaching strategies, and creating interpersonal climates. The basic teaching strategy in the program is "comparative inquiry." Within each inquiry team, a feed-back group is organized. Another general structural element in the program is the contact laboratory, which provides for the teacher candidate to be in contact with schools and children. Small-group, individualized progress and simulated experiences are included.

University Of Toledo Model

The University of Toledo Model incorporates the concept of the multi-unit school and individualized research and instruction units (a team teaching concept) developed by the University of Wisconsin Research and Development Center.

General goals are considered with respect to five contexts: (1) Instructional organization, (2) educational technology, (3) contemporary learning-teaching processes, (4) societal factors, and (5) research. Each context is broken down into major subject areas which are further sub-divided into topics with behavioral objectives classified for six target populations concerned with teacher education as follows: (1) pre-service--pre-school and kindergarten teachers, (2) pre-service--elementary teachers, grades 1-8, (3) in-service teachers, (4) college and university personnel, (5) supportive personnel, (6) administrative personnel. Educational specifications are formulated to implement the entire range of behavioral objectives. These consist of the behavioral objectives to be implemented, the treatment to be utilized in accomplishing the objectives, materials needed, and the evaluative procedures to be applied to determine whether the objectiveshave been successfully achieved. Because of overlap, 818 specifications are able to accommodate the 2,123 formulated objectives.

In order to deal with these 818 specifications,it is necessary to process them in some way to permit selection, rejection, ordering and re-ordering according to the population to be served. This is accomplished through the use of a computerized coding process. An evaluative process was designed so that any program arranged in behavioral terms can be evaluated at a given point in time with provisions for prompt and objective feedback for program self-correction and modification. This enables the implementing institution to enter into the new programs with confidence that if the selected specifications are not complete or not relevant, they will be supplemented or modified in the regular course of the program.

Summary

Common features of the models are as follows:

1. Each model proposes a plan for preparing elementary teachers.

2. Each model is built on the assumption that schools will have to change.

3. Each model tends to move from course descriptions of teacher preparation toward the description of specific competencies desired. Each model has built in segments with clusters of behavioral objectives grouped together.

4. Each model is pointing in the direction of a field-oriented approach to elementary teacher training where the student will work with children.

5. Each model attempts to individualize the instructional program. It is possible to hold one student on work that he needs while another moves on.

   a. Programs are set up to help student to administer the programs to himself.

   b. Programs are designed to get immediate feedback. If an objective is not being achieved, this is known immediately.

    c. The models are built around a belief that the teacher's knowledge must, of necessity, become more specialized.

6. Each model requires considerable funding for implementation.

Section IV

REVIEW AND SYNTHESIS OF THREE MODELS MOST APPLICABLE TO SHAW UNIVERSITY

The following projects were selected as most applicable to a developing institution such as Shaw University. They are:

1. Summary of a Model for the Preparation of Elementary School Teachers, The Florida State University-Project No. 8-9021, Contract No. OEC-0-8-089021-33008 (010) U. S. Dept. of HEW.
2. Model Elementary Teacher Program, University of Massachusetts. Project No. 8-9023, Grant No. OEG-0-8-089023 (010).
3. Georgia Education Model Specifications for the Preparation of Elementary Teachers, University of Georgia. Project No. 8-9024, Grant No. OEC-0-089024-3311-(010)

Each projected model of elementary teacher education was considered in detail. The projected models contained both similar and divergent concepts which were considered relevant to redeveloping the elementary teacher education program at Shaw University. The following headings represent a synthesis of the concepts found in all three projected models for elementary education.

Sound Philosophical Bases for Elementary Teacher Education at a Developing Institution.

Teacher educators responsible for programs to prepare elementary teachers must be willing to adapt their programs to meet the needs of teachers who will be working in an almost totally new environment. Elementary school teachers will be working in an environment in which concepts such as the following will be the rule rather than the exception: (1) the establishment of performance criteria for students, (2) providing multiple instructional routes,(3) providing instruction with differential staffing, and (4) becoming part of a continual inservice education program. Thus, the philosophy of flexibility and planning for change is one of the most important criteria which should serve as a basis for redeveloping elementary teacher education.

A second basic philosophical assumption is that there must be several strategies for preparing elementary school teachers. The lack of evidence that any one way or strategy for preparing teachers is best gives rise to the possibilityand desirability of providing many widely differing routes in preparing teachers. Thus, trainees with differing strengths and weaknesses can progress toward becoming a teacher through instructional programs which best suit them as individual learners. Continuous diagnosis of the needs of each trainee must be coupled with an evaluation of the teacher education program to determine if these needs are being met. As a consequence, one of the critical philosophical bases of a teacher education program is that it provide for the development of multiple program alternatives which are flexible enough to accommodate the various needs of teacher trainees.

The Teacher Education Department must accept a stronger commitment to provide in-service teacher education which includes instruction for subject matter content and technological changes in instruction as well systematic supervision of the instructional process.

The teacher education program should be related to the entire Department of Education's program in order to provide the interdisciplinary approach for training teachers. Instead of separating a student's education into distinct phases (general education, professional education, and in-service education), the professional education of a trainee should be considered as an integral part of a total educational package.

Finally, the concept of a more careful and earlier screening of applicants for teacher education is emerging as one means of securing staff that is more competent and more strongly committed to the teaching profession. Criteria should be used for the screening of applicants which include measures of their general knowledge, specific subject matter content, and suitability in terms of potential teaching skills. No single attribute should be the deciding factor for admission, but rather a composite score representing each of the skill areas needed by future teachers.

Developing and Utilizing Performance Criteria in Teacher Education

Performance criteria or behavioral objectives essentially define operationally what behavior, skills, and knowledge are expected of teacher trainees, the conditions under which the objectives should be sought, and the methods by which the behavior can be evaluated. The utilization of performance criteria rather than the prescribed hours of a specified course allows for more flexiblility in developing future teachers. Alternative routes and lengths of time can be developed for students individually if some established criteria are set up as both diagnostic and evaluative devices. Performance criteria can be established for teacher trainees using the following categories--content knowledges, skills, and understandings; behavioral skills and competencies; and human relations skills.

Content

Course content in both general and professioal education areas is primarily centered upon knowledge and understandings in the cognitive domain. Performance criteria for the cognitive domain primarily requires that courses be analyzed for specific and measurable knowledges which are desired. The emphsis shifts from traditional concepts of specified hours of course instruction to the recognition that learning performance should be the major criteria in judging a teacher trainee's success in a course.

Behavioral Skills and Competencies

One of the basic goals of the teacher education program is the development of the technical skills of teaching. The basic premise of the technical skills approach is that much of teaching consists of specific behavioral acts. If skills and behaviors which teachers perform often in the classroom can be identified, different training procedures and techniques can be developed in order to produce proficiency in their use. In other words, much of the complex act of teaching can be broken down into simpler, more easily taught skills and techniques.

One of the main components of the proposed teacher education program will be the implementation of microteaching in order to train prospective teachers in the technical skills which have been identified.

Human Relations Skills

Human relations is not a mysterious activity. Rather it is a measurable set of behaviors which describe what goes on inside a person or between people.

> Human relations is defined as behaviors exhibited in relation to self and other individuals, and in relation to groups.

Thus, an individual thinking about himself or simply sitting by himself is engaging in human relations behavior. Two individuals meeting in an interpersonal interaction are engaging in human relations behaviors. School classrooms or group dynamics sessions are situations in which human behavior or behaviors engaged in intrapersonal or interpersonal activities represent human relations behaviors.

Human relations has been defined in the past almost always within a framework of value. Somehow, human relations experts have tended to confuse the present reality with future goals. The aim in this proposal is not to avoid the value issue of what human behavior should be, but simply to report what is actually present so that better specifications of future goals may be possible.

A model teacher education program has many specific value commitments as to the types of human behavior considered desirable for elementary teachers. Some of these are well-known constructs such as warmth, critical thinking, openness, and consciousness of cultural differences. These concepts, however, have been defined within behavioral terms and specified so that it is possible to teach these behaviors directly instead of by admonition.

Wherever possible human relations behaviors have been organized in a hierarchical structure so that the teacher trainees increasingly learn how to integrate old behaviors into new patterns.

Including human relations as an integral part of a teacher education program is designed to develop teachers who meet the human criteria of warmth of human understanding, but are also capable of rigorous thinking, are in control of their own behavior, and are in a constant pattern of growth. These are high objectives for teacher training, but it is believed that education, psychology, philosophy, and behavioral technology are at a stage whereby the effectively trained teacher can both be a human relations expert in addition to having content knowledge and presentation skills. The following are characteristics of a teacher with human relations skills:

1. He develops and accepts an accurate perception of self, in order to achieve a more adequate personality;
2. He ascertains the degree of acceptance one has among one's peer, academic, social, sex and similar groups;
3. He assesses the limits of his potential, in order to learn the extent of his own capacities;
4. He examines his tolerance for ambiguity, in order to discover the amount of regulation he requires in life and the environment;
5. He confronts the types of anxieties and types of fears one lives with in daily life, in order to achieve more effective behavior;
6. He determines the degree of comfort and/or discomfort he finds in his environment, in order to achieve satisfaction and stability;

7. He studies and examines the effects of the behavior of others upon himself when choosing his own behavior;

8. He understands and is able to use effectively the tools of communication.

9. He finds ways of dealing with conflict in order that it does not lessen his potential behavioral effectiveness.

10. He has the courage of his convictions and presses them forward until change seems warranted;.

11. He develops and enlargeshis capacity for human understanding and compassion for others.

Relationships Between Teacher Education and Teaching Competencies

The goal of competency in the subject matter, presentation, and professional decision-making areas serves as the guiding basis for the new teacher education program. Obviously these competencies are interdependent and cumulative, as are the skills and knowledge necessary to produce them. As we define desired performance criteria in the content behavioral and humanistic areas, we also develop modes of instruction which are specially designed to assist each trainee to achieve the competency and meet the criteria.

Subject matter competency. One of the major goals of instruction requires that a body of knowledge be transmitted. In order to achieve this objective, content knowledge must be assimilated into the teacher's cognitive structure. The traditional method by which the teacher trainee acquires this knowledge has been through formal lecture coursed outside the Division of Education. The present proposal suggests that, with effective development of performance criteria, a variety of instructional modes can be utilized to meet the criteria. Content knowledge that is central to subject matter competency may be effectively acquired through closed-circuit television broadcasts, programmed instruction, including extensive usage of computer-aided instruction, independent study, and seminars, as well as formal lectures.

Presentation competency. The possession of adequate content knowledge is a necessary but not sufficient condition for effective teaching. The teacher must acquire appropriate behavioral skills in order to translate the content knowledge into a teachable form. Learning theories have suggested various conditions under which the acquisition of knowledge takes place most effectively. The technical skills approach to teacher training translates these principles of learning into principles of teaching. Examples of technical skills which have already been developed and are particularly relevant to the presentation of content include: set induction, closure, clarity of communication, repetition, and use of examples.

Again we recognize that a variety of possible instructional experiences exist which can provide the teacher trainee with the necessary mastery in presentation skills. Microteaching is a particularly effective technique for this purpose. Alternative experiences include classroom observation, viewing of videotape models, and tutoring. In addition, this program emphasizes utilizing portable videotape technology as a means of individualizing instruction. Videotape can be used as: (1) a powerful means of providing feedback to teachers on their performance in the micro-teaching and regular classroom setting, (2) a research tool for the analysis of teaching behavior, and (3) a means of developing a library of models for training purposes.

Professional decision-making competency. The teacher training model presented here presumes that one of the most crucial aspects of teaching is that of professional decision-making. The teacher is the decision-maker in the classroom. In order to meet his instructional objective, the teacher must utilize knowledge and skills from all three performance criteria areas--content, behavioral, and humanistic. He must decide what material is to be taught, how it should be taught, and what techniques should be employed. He must further consider the very important personal and stylistic variables which might affect the outcomes of his instruction. In other words, the teacher must consider a myriad of factors whenever he makes major decisions affecting instruction. The greater the teacher's content competency and the more presentation competency he has, the more alternatives he has at his disposal in meeting his instructional objectives. But having content mastery and presentation mastery are not enough. The teacher must also be sensitive to the humanistic, psychological, and sociological variables that affect instruction. By constructing performance criteria in the content, behavioral, and humanistic areas and by formulating instrucional experiences by which these criteria can be met, the teacher-trainee is provided with the prerequisite skills and knowledge necessary to make class room decisions.

In addition to possessing skills and knowledge, the teacher-trainee must have practice in facing the situations that require these decisions. The kinds of activities which allow for this practice include: classroom simulation experiences that require teachers to face, analyze, and solve problems similar to those faced in the classroom; microteaching experiences; observational experiences (both live and using videotape); small group work; and student teaching.

A strong familiarization with relevant concepts in psychological and sociological theory should be continually integrated into the teacher-trainee's educational experience. Moreover, performance criteria in these areas should be designated with a major emphasis on practical field experience and supervised independent research projects as a supplement to formal course work including the following elements:

1. The teacher will plan for instruction by formulating objectives in terms of behavior which is observable and measurable;

2. The teacher will select and organize content to be learned in a manner consistent with both the logic of the content itself and the psychological demands of the learner;

3. The teacher will employ appropriate strategies for the attainment of desired behavioral objectives;

4. The teacher will demonstrate competence and willingness to accept professional responsibilities and to serve as a professional leader; and

5. The teacher will evaluate instructional outcomes in terms of behavior changes.

Table II presents three competencies needed by elementary teachers, a list of primary and secondary skills required aid and appropriate instructional models needed for each competency.

TABLE II
APPROPRIATE INSTRUCTIONAL MODELS FOR TEACHING NECESSARY TEACHER COMPETENCIES.

Competency	Primary Skills Necessary	Secondary Skills Necessary	Appropriate Instructional Models
1. Subject Matter	Content Knowledge	————	Programmed & Computer-Assisted Instruction; Videotape Presentation; Independenct Study; Formal Courses (lecture type); Seminar
2. Presentation Competency	Behavioral Skills	Content Knowledge	Micro-teaching; Classroom observation (live and video-taped); Independent Study; Use of Classroom Simulation Materials
3. Professional Decision-Making Competency	Humanistic Skills	Behavioral Skills; Content Knowledge	Student Teaching; Classroom Observation (live and video-taped); Micro-teaching; Small Group Work; Use of Classroom Simulation Materials

Educational Technology: One of the basic goals of the teacher education program is to develop skills of teaching. The basic premise of the technical skills approach is that much of teaching consists of specific behavioral acts. If we can identify skills and behavior that teachers perform often in the classroom, we can then develop different training protocols or established procedures and techniques in order to produce proficiency in their use. In other words, much of the complex act of teaching can be broken down into simpler, more easily imparted skills and techniques. A particularly sucessful technique for devleoping specific teaching skills is the process known as microteaching. It exposes the trainees to variables in classroom teaching while reducing the complexity of the situation. The teacher attempting to develop a new teaching skill is not confronted with preparing a lesson plan of 45 minutes in length, nor does he have to worry about the management of a group of 30 students. By teaching a small class of usually four students, for a short period of time (five to twenty minutes), the teacher trainee is able to focus his attention on mastering a specific technique. One of the major components of this new teaching training model is extensive implementation of micro teaching in order to train prospective teachers in the technical skills which have been and will be identified.

Staff Differentiation: The performance criteria in each area are defined whenever possible in a hierarchical order from the simple to the more complex. The teacher trainees would have the opportunity to decide if they wanted to specialize in a particular area or to be a generalist, an elementary school teacher with certain levels of competency in each of the areas. If a trainee elects to specialize in science, for example, he would be required to meet certain minimal criteria in the human relations and behavioral areas, a high level of criteria in the area of science as well as defined minimal levels in all of the other areas. Requiring every teacher, whether he is a generalist or a specialist, to meet a minimal criteria level is a value judgment with which some teacher educators may not agree. The rationale for this requirement is our belief that every elementary school teacher should know at least something about the various areas of competency represented by a differentiated staff, if for no other reason than to improve communication and open-mindedness among the teachers. This decision is an arbitrary one, and any institution planning on implementing this model would have to decide this issue for itself.

Continuous In-service Education

Existing in-service education programs seem to be based on the belief that the completion of pre-service training and bestowal of a teaching credential creates a lifetime professional competence and that any inadequacies in a teacher's pre-service training will leave a lifetime of irremedial professional handicaps. It is apparent that our present compartmentalization of pre-service and in-service education must be replaced by a new perspective which views the intellectual and practical development of educators as occurring along a continuum beginning with the decision to enter the teaching profession and ending only upon permanent retirement.

This model has developed a set of guidelines for such a pre-service-in-service continuum. These guidelines are based on the use of hierarchies of performance criteria for two distinct but interrelated purposes: 1) diagnosing individual teacher education needs and prescribing from a number of learning alternatives designed to remediate those needs, and 2) evaluating teaching competency and growth as a teacher in order to determine initial placement and career advancement within a differentiated staffing structure.

Operating within the perspective of a differentiated teaching staff structure fosters the recognition of significant distinctions among teacher roles, and it is at that point that we are able to begin developing the performance-based task delineations which will provide the key to a relevant in-service education program. As differentiated staffing become a possibility, then carefully thought-out performance criteria for teachers become a necessity. A school which allows for the possible diversity of teacher roles is uniquely motivated and able to analyze and reformulate the criteria by which it can judge competence in any given teaching task. With such criteria, teacher training, both at the pre-service and in-service levels, becomes closely integrated with the main concern of all educators--the educational development of students.

If teacher education is reorganized so that continuous, relevant growth experiences are provided for teachers throughout their careers, then pre-service education and in-service education will become inseparable. We must, in the process of specifying teaching performance criteria, set out our priorities in such a way that the credentialing procedure becomes a formality and professional growth becomes the criterion of all training experiences. Whatever criteria we settle on for pre-service programs, and whatever training procedures we judge relevant at that level, must be applied and extended in our in-service programs. Insofar as we insist on the distinction between pre-service and in-service training techniques we simply reveal our ignorance of systematic criteria by which we can assess the professionalism of our teachers. But as soon as we give serious attention to the development of such criteria the distinction becomes meaningless. The point here is not that the pre-service and in-service training are, or should be, identical. Rather, it is that the procedures and goals of each must become specific and defensible in a way that they currently are not. We must make some tentative decisions regarding what criteria a teacher should meet before reaching a credential for teaching. In addition, it should be specified what criteria should be met later as part of his in-service professional growth. With such modifiable decisions at hand we can begin to design in-service programs which have the continuity and rationality so clearly lacking in most current approaches.

Staffing Teacher Education Faculties

Retraining teacher education faculties is a major problem at present because of the variety of new teacher education roles which are emerging as a result of changing teacher education programs. New faculty roles include: administration-student personnel tasks; teaching-counseling tasks; and selecting-producing materials tasks. Many of the roles to be required in changing teacher education programs are new to the professional teacher educator. Therefore, the retraining of faculty becomes a major problem. In addition to the problem of staff development, the program directs itself to new staff requirements, staff organization, and staff utilization arrangements.

A variety of new roles will emerge within a division of education as traditional courses are abandoned and experiences oriented to performance criteria replace them. Three major types of assignments have been identified for faculty in the professional component: administration-student personnel; teaching-counseling; and selecting and producing materials.

It is expected that most faculty members will, during the course of an academic year, work in two types of assignments. Typically, a faculty member will serve as a teacher-counselor and either an administrator-student personnel worker or a selector producer of materials. The team concept will be utilized for much of the operations of grouping faculty members from various backgrounds and with unique strengths to take responsibility for certain areas of the training program.

The proper organization of the staff will require the support of the university administration. It is likely that at least some of the faculty will be on joint appointment either between some departments of a college of arts and sciences and the teacher education program, or between some department within a division of education and the teacher education program.

Projected Changes Influencing Teacher Education for Elementary Teacher

Predictions for Society by 1978: Some predictions about the nature of this society by 1978 are:

1. The trend toward urbanization will be accelerated.
2. Traditional wisdom and values will be increasingly challenged and the voices of protest will demand public response.
3. The identity of the individual will merge increasingly with that of one or more groups.
4. The factors which tend to alienate young people as a group will continue to operate.
5. Political issues will increase in complexity so that sounder judgment and greater integrity will be required of both citizens and leaders.
6. A massive effort will be made by the Federal Government to alleviate social ills.
7. The influence and pervasiveness of multiple mass media will keep a broad range of issues before the public.

8. Science and technology will continue to be dominant forces in our lives, creating problems and offering solutions to problems over a wide front.

9. The international character of life will influence social, political and economic affairs in a striking way.

Predictions for Education by 1978: Some predictions about the nature of education by 1978 are:

1. Society will make increased demands upon schools and colleges to fashion programs to meet the needs of all of its people.

2. The fact that education will be increasingly society-oriented will aggravate the tension between educators and the general public.

3. Education will meet society's demands through increasing attention to the individual.

4. Each major level of organized education will see itself as capable of managing its own program planning, and teachers at each level will seek autonomy over a greater range of matters important to them than ever before.

5. Curriculum developers in elementary and secondary schools will try to overcome extreme separate-subject centeredness and move toward a more interdisciplinary design.

6. Schools, especially in the inner city, will have to relate more directly to the total environment.

7. Emphasis will be placed on relevance in learning.

Predictions About Elementary School Teaching by 1978: Some predictions about elementary school teaching by 1978 are:

1. Only broadly educated persons of high ability will be able to make the difficult decisions required of elementary school teachers.
2. The emerging role of the elementary school teacher will require depth of study in at least one academic area and competence in employing a wide range of teaching strategies.
3. The elementary school teacher will have to be able to work as an effective team member with other professional and para-professional personnel.
4. Initial training requirements will call for a pre-service-in-service continuum of experiences.

Summary

Elementary teacher education faces a tremendous challenge with respect to providing comprehensive and adequate training for teachers. The instructional environment is becoming more complex and is being interwoven with the surrounding environment of the community.

Changes which occur in the needs of the students and teachers will have to be met in a more relevant and meaningful manner. New philosophical bases for the programs will be required, new means of providing the necessary learning experiences must be examined and tested, and teacher educators must forge ahead in implementing the needed changes.

Section V

PROPOSED CHANGES IN THE UNDERGRADUATE PROGRAM FOR ELEMENTARY TEACHERS

Pre-Service Experience

Laboratory Experiences Prior to Student Teaching

The term "Laboratory Experiences" is used to denote the experiences in which teacher education majors are in direct contact with children and youth in an instructional setting. The trend has been to include more laboratory experiences before the student engages in student teaching.

> Prospective teachers in the professional courses should be required to observe students in laboratory situations. Frequently, the student should participate in tutorial experiences to further his understanding of children.

In the psychology courses, students should be required to study individual children and record significant data as well as develop an understanding of the construction and use of sociograms and cumulative record analysis.

In the children's literature course, students should conduct story hours in local situations for children.

In the elementary education courses -- language arts, social studies, science methods -- individually and in small groups, prospective teachers should frequently observe the respective subject taught by proficient public school teachers, and these students should help prepare and aid in the preparation of materials to be used by the students, and frequently work with a small group.

In the Physical Education Methods course, the elementary education majors should observe and take part in recreational activities at the local Park Recreational Centers and in the public schools.

In the general methods courses, which are normally programmed to precede the student teaching experience, the elementary education major should frequently engage in micro teaching, and visit the classroom of the public schools teacher who will be his supervising teacher. He ascertains the approximate level of instruction, the units that are in progress, and the approximate units he will be expected to teach. A report of his experience should be prepared. Unit plans should be written which will be modified and used in his student teaching period.

Professional Laboratory Experiences--Student Teaching

The general purposes and objectives of laboratory experiences, including student teaching, include the following:

1. To provide an opportunity for the student to define his own philosophy of education;
2. To provide for the acquisition of first hand information concerning the principles of growth and development, the various theories of learning and their influence upon the daily experiences of children;
3. To provide an opportunity for student teachers to show proficiency in working with children and youth according to their individual ability levels, interests and needs.
4. To provide an opportunity for the student to demonstrate his understanding of subject matter in his major field and to see the interrelatedness of subject matter;
5. To provide an opportunity for developing a more thorough understanding of the

principles of motivating children and youth to learn by putting the principles into practice;

6. To provide a more thorough understanding of the value of good organization and presentation of subject matter materials and acceptable methods of teaching children;

7. To provide an understanding of the necessary administrative control and classroom routine needed for successful teaching; and

8. To provide for the development of skills in the evaluation of educational materials and programs as well as child growth and development through the use of informal and standardized methods.

The pre-service training of teachers is a continuum of clinical and simulated experiences which begin shortly after the teacher education major is identified. Varying levels of responsibility and participation, which provide the basis for the student's teaching experience, are included.

Specifics concerning the inclusion of these "Levels of Participation" are included in the curricula section of this report.

The beginning level contains routine duties that are pertinent to successful teaching. Progressively more intensive pre-professional experiences are reflected by the following levels:

Level I - Getting Experience in A School Setting

Evaluating papers with a key

Supervising lunchroom, hallways, playground

Checking and recording attendance

Assistant with A-V equipment

Preparing multiple copies of the teacher's material for students

Level II - Developing Initial Teaching Strategy

Tutoring

Administering tests

Conducting story hours

Making instructional bulltin board displays

Supervising study groups

Presenting pertinent A-V materials to the class

Level III - Experiencing Small Group Instruction

Making a lesson plan to be used with a small group

Teaching the plan to the group for which it was planned

Evaluating the progress of the individual members of the group and the group as a whole

Making case studies

Level IV - Experiencing Total Group Instruction

Planning for one area with the total class group

Teaching the total class group in one area for at least one week using two or three groups

Evaluating progress of the small group, total group and individuals

Level V - Participating as a Member of a Federal Team--Getting Experience in Curriculum Modes of School Inquiry

Analyzing the micro-teaching experiences of peers and self

Analyzing classroom teaching-learning situations

Evaluating classroom effectiveness

Level VI - Student Teaching

Carrying on an instructional program for six weeks or more

Usually the student teacher approaches the laboratory experience with eagerness and enthusiasm coupled with anxiety and apprehension. This is natural for there is a desire to succeed, to become a good teacher; and yet there is the realization that teaching is a complex process.

If the student is to become a competent teacher, help is required. This model proposes to give this guidance through the program discussed here.

In current student teaching situations, the teacher-trainee frequently has learned only to accommodate himself to the particular school in which he finds himself. At times, it is desirable that he made independent curricular and instructional decisions that reflect an advanced knowledge of curriculum materials and learning.

During the student teaching experience, it is desirable that the student teacher:

1. define his own philosophy of education;

2. acquire first-hand information concerning the principles of growth and development the various theories of learning and their influence upon the daily behavior of children and youth;

3. develop and demonstrate proficiency in instructing children and youth according to their ability levels of interests and needs;

4. be prepared to make decisions concerning objectives and appropriate learnings to be promoted;

5. demonstrate his understanding of subject matter in his major field and see the interrelatedness of subject matter;

6. become proficient in motivating children and youth to learn the desirable content information;

7. become sensitive to the value of and need for good organization in the presentation of subject matter to a class;

8. use acceptable methods and procedures in teaching children and youth;

9. develop and use the necessary administrative controls that are needed for good classroom organization and control;

10. develop skill in the evaluation of educational materials and programs as well as child growth and development; and

11. be able to use informal and formal standardized methods of evaluation.

The assignment of only one student teacher to a supervising teacher is recommended.

Centers for off-campus cooperating schools are selected according to the following guidelines:

1. The school is approved by the state accrediting agency.
2. School personnel is willing to participate in the Student Teaching Program of Shaw University.
3. The School is representative of the typical better schools of the area.
4. The distance to the school is not so great that too much of the college supervisor's time will be utilized in travel.
5. The philosophy and goals of the school appear to be in harmony with those of the Shaw University Teacher Education Program.

Individual strengths and weaknesses of the trainees vary. It is recommended that a built-in continuous evaluation system be a part of the student teaching program. Supervising teachers and college supervisors should provide a continuing diagnosis of the needs of each trainee and work to meet these needs.

1. Each supervising teacher should submit at least three evaluation reports of the student teacher's progress.

2. Conferences should be held with the principal, the supervising teacher, and the student teacher.

3. Evaluations of the student teaching program should be passed in by student teachers, supervising teachers and the college supervisors. These evaluative statements are compiled and used for program improvement.

In-Service

In-service education is becoming more and more important each day because of the large number of young, inexperienced teachers who enter the teaching profession each year. With all the turmoil in education today, the numerous complex problems facing teacher training institutions, the newer trends in mathematics, social studies, science, and foreign languages, and the year-to-year changes in methodology, in-service education is a must, not only for the young, inexperienced teachers, but also for teachers with years of experience.

In the model for teacher education for Shaw University, in addition to the modern in-service complex, a comprehensive program will be planned for in-service workshops, professional conferences with emphases on the professional growth of teachers in service.

In-service training for today's teachers is a vital necessity because efficiency and proficiency of the modern school program cannot afford to remain static. Rapid changes in the future demand almost constant in-service training programs for teachers. In-service training in the future must be looked upon as a continuous process. Based upon educational predictions for the future, teacher training will undergo a multiplicity of changes, and it will be necessary for a public school teacher to be kept up-to-date on the many changes taking place. We propose, therefore, a program whereby our graduates and the graduates from other schools can come into the University at certain intervals for refresher courses and up-to-date information on the day-to-day and year-to-year changes. These courses in the various teaching areas will be scheduled for late afternoons, early evenings, and Saturday mornings in order to make it convenient for the in-service teachers to keep abreast with the many changes in education and technology. It is the purpose of the department of education at Shaw University to develop an in-service training program relevant to the changing times.

With the many changes which have taken place in education in the past two decades, it is imperative that all education programs be geared to the innovative systems. Since 1957, the educational system has undergonr a complete change and is still changing from day to day and year to year. Teacher training of today will be outmoded in the next decade unless some type of education is continued after graduation. This means, in effect, that Shaw University must plan an in-service educational program that will keep its graduates abreast of the changing times.

In the future it will be necessary for Shaw University to set up a specially designed center for in-service teachers. This center should be a part of the regular teacher education program; however, it should be under the supervision of a special director who is trained as a teacher, has had experience in the public school system and is aware of the personnel, facilities and supplies necessary for up-dated training of public school teachers. This center would be opened from early afternoon until late evening and on weekends with a specially designed curriculum to keep the public school teacher up-dated.

This center would be housed in the planned education building known as the Educational Learning Center. The facility would be spacious enough to have specially designed rooms with special equipment for in-service teachers. These rooms would be used for regular students during the school day with the schedule so planned that regular classes would terminate by 4:30 p.m. at the latest to make room for the in-service teachers who would be coming in at that time. The curriculum of the in-service laboratory would be designed to keep the teachers up-to-date on the current happenings in their particular field. This proposed building would have at least three floors and would be spacious enough to accommodate a minimum of 150 in-service teachers. For the convenience of the in-service teachers, particularly the senior teachers, the facilities that would be used most would be located on the ground floor.

The building would be so constructed that the seminar rooms and laboratories would be surrounded by the classrooms, so that any professor wishing to set up seminars or wishing to go into the learning laboratory room would be only steps from either facility. In this way, it will always be convenient for the professor to set up his experiment, plan his seminars, arrange his seminar tables, etc., for the convenience of the in-service teachers and himself. The final plans for this building would contain the thinking of the school architect, an outside agency experienced in school planning, members of the department of education at Shaw University, the general faculty, public school teachers and administrators, superintendents of schools and representatives from the State Department of School House Planning. In other words, this building would be designed in the best manner to make it possible to serve the entire public school system.

The center would have a full-time staff trained in the public school disciplines. Their main function would be to plan, to design, and to implement a program for in-service teachers. As has been previously mentioned, this center would not be designed exclusively for Shaw University graduates. In addition to those who graduate from Shaw University in teacher education, the center would be open to all teachers in the surrounding areas. This means that all the teachers in commuting distance could come to the University for refresher courses. The center at Shaw University would also contain a media center, with a micro-teaching laboratory, a laboratory school, and a complete computerized service. If this computer system would work a financial burden on the University, then we would attempt, through proper channels, to work out a cooperative program with some local university whereby complete programmed and computerized services would be made available to all in-service teachers in the surrounding areas.

The micro-teaching laboratory will be located in the Art Theater, which is in the Learning Resources Center. It is appropriate at this point to give a brief description of the present Learning Resources Center. Shaw University does not have a library per se for various reasons. Instead, it has a Learning Resources Center. It is known as a Learning Resources Center because it was felt that Shaw should move away from what has been previously known as the old, traditional library, which contained stacks of books, periodicals, and newspapers. In addition to periodicals, books, and newspapers, the center contains a micro-teaching laboratory, a Dial Access Retrival system, a DuKane Reader, a radio broadcasting station, and a learning laboratory.

The micro-teaching laboratory will contain Concord video-tape recorders, a TV monitor, TV cameras, overhead projectors, and standard screens. The micro-teaching laboratory is designed to teach the technical skills of teaching to the students. The principal aim of the micro-teaching laboratory in the model will be to provide training for the in-service teachers and to aid in-service teachers in becoming proficient in the component skills of micro-teaching. The long range plan for the micro-teaching laboratory is to add a minimum of six TV cameras, a 35-millimeter camera for colored filmstrips, a speed graphic press camera, and a couple of inexpensive cameras with wide angle lenses to be used by the beginning students. As the program expands, additional overhead projectors and screens will be made available.

The DuKane Reader, which looks like a small television, uses filmstrips and has a record player attached. This is a very valuable instrument and as the program progresses, additional readers will be added.

The Dial Access Retrieval System contains 170 individual booths and is equipped for all of the foreign languages, some English, language arts, and communications areas. The Dial Retrieval System contains a series on Afro Studies. The Afro Studies program will be expanded to include some subjects as the History of the Black Man, the Contemporary Black Struggle, African Civilization, Social, Economic, and Political Struggle in the Black Community and one or two African languages, including Swahili. The Dial Access Retrieval System contains a series on Communications. Communications includes course in Speech and Listening Skills, the Dynamics of Communication, the Rhetoric of Change in a Contemporary Society, Communicative Behavior, Phonetic Theory and Practice, Communicative Disorders and Broadcast News and Journalism. In addition, the Dial Access Retrieval System contains subjects on Disorders of Articulation, Audiology, and Radio and TV Audience.

We are looking forward to an improved and enlarged Central Electronics Laboratory. The CEL will be a part of the Learning Resources Center and should have within the neighborhood of 150 carrels for the Dial Access Retrieval System, a minimum of 50 auto-tutors and a series of 8 millimeter loop machines. It is hoped that the CEL will be the control center for the Dial Access Retrieval System. It is planned that many and varied programs can be offered.

The Reading Clinic will be a part of the Learning Resources Center and will house equipment for approximately 300-400 students. This equipment will include Craig Readers, Rheem Caliphone Consoles, control readers, tachistoscope, and several tape recorders. The primary purpose of the reading program in the model will be to help the in-service teachers to develop a program which will enable them to reach a reading level commensurate with their training and intelligence. The program will also be designed to train the in-service teachers to work with their students in overcoming deficiencies in basic comprehension, faulty word identification, and poor oral reading.

A good Speech and Hearing Clinic should become a part of the Learning Resources Center. It should be designed to work with the handicapped and slow students. This program should include speech therapy for students with clinical speech problems, hearing therapy for those with hearing problems and speech improvement for all who need it. An ideal in-service program in speech and hearing should have at least two audiologists and one full-time psychologist, in addition to the regular staff. The clinic should be equipped with auditor trainer, two infant audiometers, at least two F.M. micrographs and transmitters, a battery charger, observation room, monitors, a multi-purpose audiometer, at least two double room IAC booths and a minimum number of observations headsets. The clinic should be so staffed and equipped to take care of a minimum of fifty in-service teachers.

With the new certification requirements in the State of North Carolina in which all in-service teachers are required to return to school at least one time within a 5-year period, the center will serve a dual purpose; that of up-grading the teacher and at the same time meeting the certification requirements for the state. It is hoped that through some foundation, either private or public, funds can be made available to bring many of these in-service teachers in each year without cost to them.

Also, Shaw University envisions a Master's program which will take the teacher beyond the minimum requirements and at the same time offer an advanced degree. In other words, this specially designed center would be a part of an educational complex planned and implemented to up-grade principals, teachers, and non-teaching staff.

Providing a Methodology and Strategy in Teaching

As never before, teacher trainers are faced with the inescapable responsibility of preparing creative teachers who through their competency and adaptability to revolutionary changes will provide the necessary learning experiences for effective citizens. The demands that are placed upon youth and adult citizens are increasing. The skills that are needed for fruitful living are likewise increasing.

Fantini and Weinstein have written that "any and all learners who are blocked in any way from fulfilling their human potential are disadvantaged."[1] This then would have relevance for college and university students and all other levels of education.

The teacher trainers, therefore, must provide those experiences and components for the teacher education trainees that emphasize and promote academic proficiency and personal and professional competence

Behavioral change, self-renewal and competency should very well be those components that would receive priority.

Once it has been accepted that the goal of teaching is to promote learning, it becomes necessary to construct certain guidelines for the teaching and learning experiences that will help prepare teachers for the responsibilities that they will assume in the schools. All valuable instructional techniques and strategies must be employed.

It is not enough that teacher trainees be trained in methods courses only. Teacher educators must know and feel their responsibility for helping to develop those teachers who will make learning experiences relevant, challenging and lasting in the lives of young children. Teacher trainers must provide for direction and motivating influence for all teachers in the college program.

Trainees should become highly competent in each of the teaching behaviors. We know that one of the most certain ways to bring this about is through their emulation of effective teachers.

Jerome Bruner has stated that, "Grasping the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully. To learn structure, in short, is to learn how things are related."[2]

We must take the position that there is a great need for improvement in planning for and teaching teacher trainees.

In addition to the model recommendations that will be made in the following two sections, the following questions are relevant:

1. How does the individual learn from his own and others' experiences?

2. What effect does the relationship between what happens in the classroom and a student's previous experience have upon his interpretation of given content?

3. How do differences in individuals' backgrounds of experience affect their respective interpretations of and communications about content?

4. Is there a significant relationship netween the method of inquiry in a discipline and the process by which an individual learns in that field?

5. Is it possible to find a structure that might be common to all disciplines and still be consistent with what is known about the processes of learning and teaching?

Methods and Content

The trainees should develop teaching behavior which is competence-oriented and which comes under the control of complex cognitive structures involved in methods and planning.

Teachers of the teacher trainees in the content courses must know that an understanding of the formal aspect of inquiry is insufficient. The activities and attitudes that accompany inquiry are extremely important. Consequently, teaching methods must be employed that encompass the development of desirable attitudes promoted by planned intellectual activities.

Planning for competent teaching demands the organization of information that lessens the complexity of the material by giving it a surrounding cognitive structure. This planning then means that teachers must use those methods that are characterized by discovery.

Revolutionary changes are altering traditional teaching concepts related to curriculum content, subject matter, student motivation, learning and thinking. Much uncertainty exists now and will in all probability continue to exist in the determination of the exact "what" and "how" to teach. But those of us who are concerned with teaching as a classroom art rather than an abstraction must be prepared to identify and project those ideas and procedures that deserve a rightful place in the classroom.

Teacher trainers would be derelict to leave it to others in the academic community to determine what innovative methods should be accepted and utilized and which ones should be rejected and abandoned.

Jerome Bruner in his book, The Process of Education makes these points:

1. That any subject that is worth knowing about can, at some meaning level, be made accessible to students at any age.

2. That any topic that deserves time and place in the curriculum must be a topic that can be expanded and elaborated so as to be worth the serious attention of a thoughtful adult.[3]

We speak then of the importance of structuring course content or knowledge so that the student can find meaningful relationships among ideas rather than struggle with facts in isolation. Teachers must be concerned with how the students are gaining proficiency.

Devices must be built in that will arouse motivation and promote a sense of accomplishment. Recapitulation and sufficient transition between topics and units of work must be exercised.

Retention and transfer rest upon repetition and review, intra-task and inter-task diversification, experiences on difficult task components, and feedback.

One of the more serious problematic areas in planning and methods is the practice of many teachers of relying upon students to be their own critics. We want students to be productive, imaginative and exploratory. At the same time, we want them to be evaluative and reflective. There is some contradiction here that is often overlooked.

We are speaking of those abilities and skills needed to generate new ideas and thought combination and then subject them to an almost simultaneous series of tests and evaluations. Teachers must continually remind themselves that the characteristic of combining these skills demands exceptionally mature and efficient thinking. The emphasis here is that competencies and skills are often in opposition to each other and the behavior tendencies that result therefrom present real and genuine problems for even the more mature students.

Good planning and effective methods purport to minimize conflict and promote growth. This is not to say that conflict and/or ambiguity have no place in the teaching-learning situation. It does mean, however, that careful planning and strategies will keep them within manageable bounds.

Teaching must be geared not simply to the transfer of information nor to the development of insight. Teaching methods must be geared to the development of those competencies that have been identified as those necessary for effective teaching and learning experience in the elementary school. For the goal of teaching is learning. This is the case whether teaching is taking place in the second grade of the sophomore year, and whether its focus is mathematics, history, psychology, biology or the preparation of teachers.

Our aim in content is to preserve knowledge and foster its growth. The desired student competence in this regard is for him to be able to make sense of public knowledge in his own terms.

Teaching then is a matter of passing on those traditions of principled thought and action which define the rational life for teacher as well as student.

Table III is a part of Table II, which is found in Section IV, Review and Synthesis of Three Models Most Applicable to Shaw University. It emphasizes the instructional modes and strategies of the subject-matter competency.

TABLE III

SUBJECT MATTER COMPETENCY WITH PRIMARY AND SECONDARY SKILLS AND APPROPRIATE INSTRUCTIONAL MODES AND STRATEGIES

COMPETENCY	PRIMARY SKILLS NECESSARY	SECONDARY SKILLS NECESSARY	APPROPRIATE INSTRUCTIONAL MODES AND STRATEGIES
1. Subject matter	Content knowledge		1. Special lectures 2. Small group discussions 3. Reading 4. Observation of films 5. Real life settings 6. Laboratory simulations 7. Micro-teaching experiences 8. Computer assigned instruction 9. Independent study 10. Formal course (lecture type) 11. Workshops 12. Seminars 13. Inquiry groups

Framework for a Teaching-Learning Unit

I. Introductory statement

   A. State the age and grade level for which the unit is planned.

   B. Indicate the length of time needed for the unit.

   C. Show briefly how this unit fits into the overall plan.

II. Objectives stated as understandings which students will develop.

   A. Outline the specific understanding which students will develop.

   B. State the specific skills which students will acquire

   C. Outline the specific attitudes which students will develop.

III. Content outline

   A. Outline the major subject-matter content, or

   B. Outline the problems to be solved, or

   C. Outline a series of projects to be completed.

IV. Activities in which students will engage

   A. Initiatory activities

      1. Outline a series of activities which will get the students off to a successful beginning. Indicate the sequence of these activities on the basis of your ideas as to how to indicate a good teaching-learning situation.

      2. Indicate the time that will probably be required for initiating the unit.

   B. Developmental activities

      1. Outline the activities in which the students will engage to develop understandings, skills and attitudes. Indicate sequence in terms of the order in which you think these are learned.

      2. Estimate the time needed to carry out this plan.

C. Culminating activities

1. Outline a summarizing activity or group of activities to which each student can contribute, to which the whole group will direct its effort during the major portion of the learning period, which will best satisfy each student's need for approval from classmates and others, and which will promote good attitudes toward classmates, teacher, school.

2. Indicate the estimated length of time necessary for this phase, allowing for appropriate student participation.

V. Materials and resources

A. Local reading materials, audio-visual materials and demonstration and experimentation materials which are needed to make the activities worth while.

B. Locate and outline facilities in the school (outline the classroom and in the community which will be used.)

C. Revise procedures for bringing people from the community to the classroom and for taking the students into the community.

D. When it is necessary for students to make contact with persons outside the classroom or to secure materials, outline the procedures you will use to facilitate these activities.

VI. Evaluation procedures

A. Outline the procedures you will employ to determine where students are when the unit starts.

B. Outline the methods you will use in assisting students to measure their own progress.

C. Outline the procedures you will use to measure student growth in understandings, skills and attitudes during the entire unit.

Suggested Lesson Plan

I. Objective

1. In terms of student behavior
2. In terms of specific desired outcomes

II. Content and Procedures

1. Outline of content to be covered

2. Include all examples, definitions, theorems, questions, etc. to be used

3. Will look for organization, exactness, and appropriateness of examples

4. How do you plan to present content? Be specific.
   Examples:

    a. lecture
    b. teacher demonstration with student participation
    c. small group discussion
    d. independent study at seats

5. Vary procedure--both modes of instruction and strategies

6. Write homework assignments on board; do not make assignments orally. Homework problems should be graduated in terms of difficulty.

III. Evaluation

How do you plan to evaluate progress?

What questions will you use?

IV. Time

An estimate of the amount of time to allot to each part of the lesson

Plan for ____________ ____________ __________
Course Period Date

I. Topic: ____

II. Resources	and	Materials
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

III. Justification of Content

____

____

IV. Procedure

____

____

V. Justification of Procedure:
Conceptualization to be Fostered
1.
2.
3.
4.
5.

VI. Relationship Contacts

A. With previous lesson (s)
  1.
  2.

B. With out-of-class experiences
  1.
  2.

C. Inquiry (pivotal Questions)
  1.
  2.
  3.
  4.

VII. Evaluative Measures

   A. Intermediary

      1.
      2.

   B. Cumulative

      1.
      2.

VIII. Assignment

   A. Group
      1.
      2.

   B. Individual
      1.
      2.

IX. Appraisal

____

____

____

____

EVALUATION OF THE STUDENT TEACHING PROGRAM

State your opinion briefly and return to the Director of Student Teaching.

1. Evaluate the materials given each supervising teacher.

    a. Strong points

    ____

    ____

    ____

    b. Suggestions for improvement

    ____

    ____

    ____

2. Evaluate the college supervision of your particular student teacher.

    a. Strong points

    ____

    ____

    ____

    b. Suggestions for improvement

    ____

    ____

    ____

3. Please make other comments concerning the strong points, or suggestions for improvement of any phase of the Student Teaching Program.

    ____

    ____

Methods Courses - Professionalizing Experiences

Philip Stander makes the point that "The Creation of a profound commitment to the teaching profession is our foremost task in teacher education programs. Consequently, the first experiences of an undersgraduate in an undergraduate program are vital. What must be done is to generate commitment in the first courses in Education."

The problem in education today is not how to increase the absorption of discrete packages of learning, but how to develop the desire to learn and a sense of commitment to knowing and understanding oneself and relating that self meaningful to American civilization and to the world.

Teacher educators are investigating and evaluating every part of their programs in order to make learning in their campus classrooms more relevant, challenging, and lasting in its effect upon their students' teaching. Shaw University is no exception. Serious consideration has been given to many innovative ideas and proposals. Listed among these are the following, as stated by Dr. David Willis:

1. having students of teaching become involved earlier and more intensively in every part of the instructional programs of the schools;

2. study of the teaching act in a wide variety of simulated and actual classroom situations;

3. sensitivity training;

4. student teacher analysis of their own behavior in video-taped micro-teaching (micro-training) situations; and

5. self-instructional systems in which they learn to perform various teaching behaviors according to predetermined performance criteria.

An examination of our teaching methods courses and a review of their descriptions would reveal that the teaching methods taught have mainly to do with such matters as major overall goals of instruction; specific objectives; concepts and generalizations; order and depth of learnings; appropriate activities or experiences for different levels of learners; suitable readings and other materials and resources; and ways of evaluating progress.

Too often the topics stressed are not teaching but rather the planning and preparation that takes place prior to teaching. Too often the act of teaching itself is missing from the methods course. The methods courses are largely devoit of matters dealing with teacher behavior in the interactive classroom situation, the situation where teachers are to put forth every effort to effect behavioral change in the learner.

The teaching that must be employed if methods courses are to be effective must be the result of a serious consideration of the following questions, among others:

1. what kinds of questions to ask learners;
2. what kinds of directions to provide;
3. what clues to give;
4. what kinds of feedback to provide;
5. how much structuring to do for the learner;
6. how to life levels of thought;
7. how to extend and use learner's ideas',
8. what kinds of praise to use; and
9. how to terminate discussion of a topic and make the transition to a new one.

Several tasks for those who teach methods courses include the following:

1. becoming familiar with the current research on all of the various aspects and dimensions of teaching;

2. identifying the kinds of teacher's behavior that are appropriate to the particular subject area of the course, as well as suitable patterns of behavior.

3. providing opportunities for students to become acquainted with these particular behaviors through the analysis of teaching; and

4. providing practice with feedback in employing these behaviors.

The educational experiences of courses prior to the methods courses and most certainly during the methods courses must provide for personal growth in a realistic fashion. There must be a shift in emphasis from a curriculum characterized by prescription to one characterized by self-discovery; from one characterized by reliance on external responsibility for growth to one characterized by personal responsibility for growth; and from courses characterized by talking about ideas, values, and qualities through personal involvement in real and open relationships and experiences.

Table IV provides steps in teaching competencies and proficiencies for elementary education teachers.

TABLE IV

TEACHING COMPETENCIES AND PROFICIENCIES FOR ELEMENTARY TEACHERS

In an effort to identify teaching competencies and proficiencies, we need to take a look at the gestalt of the entire educational process such as reflected in the following chart.

Step 1A →	Step 2A →	Step 3A →	Step 4A
A taxonomy of Pupil Outcomes Desired	Those conditions Which Bring About the Pupil Outcomes That Are Desired	Competencies Needed By Teachers to Provide the Conditions That Bring About the Pupil Outcomes That Are Desired	Conditions Which Bring About the Competencies Teachers Need to Provide the Conditions That Bring About the Pupil Outcomes That Are Desired
↓	↓	↓	↓

From the foregoing conception of the teaching process, teacher education planners can begin to specify both the goals and the calibre of teachers it wishes to produce.

↓	↓	↓	↓
Step 1B →	Step 2B →	Step 3B →	Step 4B
The Goals of Education	The Instructional Program Within the School Schools	The Goals of Teacher Education	The Teacher Education Program

In specifying and defining performance criteria for teacher trainees in meeting the requirements of Steps 3B and 4B above, three areas of competency need be considered in developing a hierarchy of teaching competencies and proficiencies:

Area 1 - Mastery of content knowledge produces subject matter competency

Area 2 - Mastery of content knowledge plus behavioral skills produces presentation competency.

Area 3 - Mastery of content knowledge plus behavioral skill plus humanistic skills produces professional decision-making competency

Table V again presents three competencies needed by elementary education teachers, a list of primary and secondary skills, and appropriate instructional modes for each competency.

The goal of competency in the three-areas subject-matter, presentation, and professional decision-aming - serves as the guiding basis for this model in elementary teacher education. Obviously, these competencies are interdependent and cumulative, as are the skills and knowledge necessary to produce them. As we define desired performance criteria in the subject matter content, behavioral, and humanistic areas, we will also develop modes of instruction which are specially designed to assist each teacher trainee to achieve the competency and meet the criteria.

TABLE V

APPROPRIATE INSTRUCTIONAL MODELS FOR TEACHING NECESSARY TEACHER COMPETENCIES

Competency Area	Primary Skills Necessary	Secondary Skills Necessary	Appropriate Instructional Modes
1. Subject Matter Competency	Content Knowledge		Programmed and Computer-Assisted Instruction, Videotape Presentation, Independent Study, Formal Course (Lecture Type) Seminar
2. Presentation Competency	Behavioral Skills	Content Knowledge	Microteaching Classroom observation (Live & Videotaped), Independent Study Use of Classroom Simulation Materials
3. Professional Decision-making Competency	Humanistic Skills	Behavioral Content Knowledge	Student Teaching Classroom Observation (Live and Videotaped) Microteaching Small Group Work Use of Classroom Simulation Materials

Area 1 - Subject Matter Competency

One of the major goals of instruction requires that a body of knowledge be transmitted. In order to achieve this objective, subject content knowledge must be assimilated into the teacher's cognitive structure. The traditional method by which the teacher trainee acquires this knowledge has been through formal lecture courses outside the division or school of education. This model suggests that, with effective development of performance criteria, a variety of instructional modes may be utilized to meet the criteria. Subject content knowledge that is central to subject matter competency may be effectively acquired through closed-circuit television broadcasts, programmed instruction, including extensive usage of computer-aided instruction, independent study, and seminars, as well as formal lectures.

Area 2 - Presentation Competency

The possession of adequate subject content knowledge is a necessary but not sufficient condition for effective teaching. The teacher must acquire appropriate behavioral skills in order to translate the subject knowledge into a teachable form. Learning theories have suggested various conditions under which the acquisition of knowledge takes place more effectively. The technical skills approach to teacher training translates these principles of learning into principles of teaching. Examples of technical skills which have already been developed and are particularly relevant to the presentation of subject content include: set induction, closure, clarity of communication,control of participation, reinforcement, repetition, and use of examples.

At least seven components of presentation competency include the following which must be evident in both the faculty and the finished product -- the teacher trainee:

1. Specifying learning goals
2. Assessing pupil achievement of learning goals

3. Diagnosing learner characteristics
4. Planning long-term and short-term learning programs with pupils
5. Guiding pupils with their learning tasks
6. Directing off-task pupil behavior
7. Evaluating the learner

Again, we recognize that a variety of possible instructional experiences exist which can provide the teacher trainee with the necessary mastery in presentation skills. Micro-teaching is a particularly effective technique for this purpose. Alternative experiences include classroom observation, viewing of videotape technology as a means of individualizing instruction. Videotape can be used as:

1. A powerful means of providing feedback to teachers on their performance in the micro-teaching and regular classroom setting.

2. A research tool for the analysis of teaching behavior.

Area 3 - Professional Decision-Making Competency

The model presented here presumes that one of the most crucial aspects of teaching is that of professional decision-making. The teacher is the decision maker in the classroom. In order to meet his instructional objectives, the teacher must utilize knowledge and skills from all three performance areas--subject matter content knowledge, behavioral skills, and humanistic skills. He must decide what material is to be taught, how it should be taught, and what techniques should be employed. He must further consider the very important personal and stylistic variables which might affect the outcomes of instruction. In order words, the teacher must consider a myriad of factors whenever he makes major decisions affecting instruction. The greater the teacher's subject content competency and the more presentation competency he has, the more alternatives he has at his disposal in meeting his instructional objectives. But having subject content mastery and presentation mastery are not enough. The teacher must also be sensitive to the humanistic, psychological, and sociological variables that affect instruction. By constructing performance criteria in the subject content, behavioral, and humanistic areas and by formulating instructional experiences by which these criteria can be met, the teacher-trainee is provided with the prerequisite skills and knowledge necessary to make classroom decisions.

In addition to possessing skills and knowledge, the teacher-trainee must have practice in facing the situations that require these decisions. The kinds of activities which allow for this practice include: classroom simulation experiences that require the teacher to face, analyze, and solve problems similar to those faced in the classroom; microteaching experiences; observational experiences (both live and using videotape); small group work; and student teaching.

A further unique opportunity to afford trainees practice in professional decision-making is found in the laboratory schools or cooperating schools staffed as much as possible with teacher-trainees. Here a number of master teachers can direct the operations but many of the instructional duties can be handled by groups of student teachers. The major responsibility for the instructional program will certainly confront the student teachers with the kinds of situations that require very real integration of subject matter, presentation, and decision-making competencies.

A strong familiarization with relevant concepts in psychological and sociological theory should be continually integrated into the teacher-trainee's educational experience. Morecver, performance criteria in these areas should be designed with a major emphasis on practical clinical and field experiences and supervised independent research projects as a supplement to formal course work.

COMPETENCIES REQUIRED IN WORKING WITH THE DISADVANTAGED

It is an alarming statement, but it must be noted that despite the tremendous advancement in educational technology over the past two decades, schools have failed miserably in meeting the needs of a large segment of the population, namely, the disadvantaged. There is lamentably little recognition of this crisis in education.

By one report of educational research personnel it has been stated: "By all known criteria, the majority of urban and rural slum schools are failures. In neighborhood after neighborhood across the country, more than half of each age group fails to complete high school, and five percent or fewer go on to some form of higher education. In many schools the average measured I.Q. is under 85, and it drops steadily as the children grow older. Adolescents depart from these schools ill prepared to lead a satisfying, useful life or to participate successfully in the community.

Who are the children so poorly served by the most affluent nation in history? The term "disadvantaged" generally refers to a group of people who differ from each other in a number of ways, but have in common such characteristics as low economic status, low social status, low educational achievement, tenuous or no employment, limited participation in community organizations, and limited potential for upward mobility. Variously referred to as the "culturally deprived", the "socio-economically deprived", the "socially and culturally disadvantaged", the chronically poor", and "poverty-stricken", the "culturally alienated", and so forth, these are people who are handicapped by depressed social and economic conditions. In many instances they are further handicapped by ethnic and cultural caste status.

In presenting the goals of the disadvantaged, we should be conscious of the Negro problem.

There is a "Negro problem" in the United States and most Americans are aware of it, although it assumes varying forms and intensity in different regions of the country and among diverse groups of the American people. Americans have to react to it, politically as citizens, and when there are Negroes present in the community, privately as neighbors.

To begin with, the Negro is a problem to himself. The contented Negro whose mind is at peace on the race issue, is rare. The Negro protest has been arising for a long time and the recent war has caused an even more rapid increase in the discontent and protest.

The white man worries about the Negro problem too, and not least when he wants to convince himself and others that it is settled for all time. The problem has varying degrees of importance in different regions, depending partly on their historical backgrounds and partly on the number of Negroes in the area. However, even in those Northern states with few Negroes, the Negro problem is always present, though there is little excitement about it. Nearly everybody in America is prepared to discuss the issue, and almost nobody is without opinions on it. Opinions vary. They may be vague and hesitating or even questioning, or they may be hardened and articulate. But few Americans are unaware of the Negro problem.

The American Negro problem is a problem in the heart of the American. It is there that the decisive struggle goes on. This is the central viewpoint of this study. Though our study of the disadvantaged includes economic, social and political race relations, at the bottom the problem is the moral dilemma of the white American--the conflict between his moral values. The American dilemma is the ever-raging conflict between, on one hand, the values of individual and group living, where personal and local interests; economic, social and sexual jealousies; considerations of community prestige and conformity; group prejudice against particular persons or types of people, and all sorts of miscellaneous wants, impluses, and habits dominate his outlook.

"The Shaw University Story is a benediction in the affairs of the Negro and his struggle and quest for quality education in the south.

The University, as every Shaw student knows, was founded by a preacher and benefactor Henry Martin Tupper, whose educational concept was expressed in his immortal words: "He counted not his life dear until himself that he might life Godward his brother."

The significant aspect of these words provided the impetus for the influence of Shaw to permeate and promote education throughout the state and nation. Shaw University became a "fountain head" for education in the state that all state institutions of higher learning had their roots at Shaw. The A & T State University was founded on the campus of Shaw University. Inspired by the spirit of Shaw University, the Baptist church (black) established high schools and elementary schools in various counties in the state.

As a result of his well-known speeches to the State Legislature, Governor Charles B. Aycock (first education governor of this state) appealed to this body for appropriations for "Negro Education" Funds were appropriated and the Baptist Academies were exterminated."

The plight of the disadvantaged in America cries out to teachers to become alert to the devastation of enforced uselessness, segregation, and bureaucratic management as these factors affect the lives of disadvantaged children and youth. Teachers must be adequately prepared to alter these conditions. This effort in teacher education calls for responsible and immediate change in education, both generally and specifically in training persons to be teachers of disadvantaged children and youth.

In light of current assessment of teachers and teacher preparation, and of the education goals for working with the disadvantaged, the following objectives have been identified for Shaw University's teacher education model:

1. to help prospective teachers develop a sensitivity which will enable them to appreciate and understand disadvantaged children and youth. Teachers

currently build barriers between themselves and students because they have been provided with inadequate theory and outmoded concepts. Rectifying this calls for teaching and learning experiences during teacher training which will help trainees overcome their own inadequacies in human relations and interpersonal development in total affective domain of their behavior. Teacher preparation must go beyond instilling a devotion to human rights.

It must also include those things which will enable prospective teachers to help children and youth assume the responsibilities of democratic citizenship. A major problem of modern man is how to cope with depersonalization in his efforts to become more human. If the student is to be prepared for the multi-cultural multi-racial, and multi-class world, then an essential attribute of the effective teacher is awareness of the realities of that world. If modern man suffers from intolerable feelings of uselessness, then the teacher must be able to structure and supervise situations where people can engage in useful activities. Since estrangement of the races and the classes is a major problem, then the teacher must have the skill to bring persons of different races and classes together and to keep the communication process going until differences are resolved. If the problems of tomorrow are to be understood by learning the lessons of yesterday, then the teacher must be well versed in *history*. If *art* and *music* are means by which complicated messages are communicated, the teacher needs to be well versed in these too.

2. To train prospective teachers to respect the potential strengths of the disadvantaged rather than be armed with a set of mythologies, madquerading as theories of so-

cial science, which only discourage the economically disadvantaged or minority youth from investing in education.

3. To train prospective teachers to know how to communicate to broad segments of the society. At present many pupils are victimized because the teacher is unable to speak their language. Recruitment of teachers primarily from middle income populations contributes to the problems of communication process. Allienation of the young from adult establishments only highlights the difficulty. Teacher preparation must include sensitizing to a variety of legitimate linguistic usages and patterns. A teacher who is ignorant of linquistics is not a good teacher, no matter what his area of competence.

4. To train prospective teachers to make school and scholarship an exciting experience for anyone. Dreariness is not the worst characteristic of the school. Must worse are the instances of teachers who reinforce racism. Many teachers are guilty of omission and insensitivity. Teachers tend to confuse race, class, and ethnic bias with academic standards. Teachers, by limited experience and specialized training, consider their language the only acceptable standard of communication.

5. To provide prospective teachers with the tools required to help the disadvantaged with self-help and ego-stengthening incentives. Disadvantaged youth are denied inter and intra-personal competence. The disadvantaged are restricted in the range of social intercourse by segregation and labeled as socially or emotionally disturbed if they protest against the inequity of the situation.

6. To train prospective teachers to be able to help both the advantaged and the disadvantaged to appreciate the importance of democratic institutions. If the advantaged had been properly educated in the essence of democracy, perhaps there would be no disadvantaged. Under-pinned all democratic institutions are guaranteed individual rights. The poor, the Black, the Indian, and the Mexican are all too often denied even a semblance of guaranteed elemental rights.

7. To train prospective teachers to share valuable knowledge and experience. The teacher must show the student that what he has to offer is valuable. Also, the teacher must have that which he is asked to share. It is no overstatement that teacher preparation institutions are willing to certify persons prepared to teach who have but a small amount of knowledge and even less commitment to scholarly endeavor. Modern man needs to be intellectually voracious to survive. He must learn the lessons of history. The nature of his complex interrelationships requires more proficiency in communication and technological skills than was demanded in the past. He must, to maintain his sanity, be able to enjoy art, music, and literature. There is very little excitement in this school for anyone; the poorer one is, the drearier his school experience.

8. To provide prospective teachers with the necessary guidance skills which will enable them to help the disadvantaged to become more aware of the nature of work and the career choices they may make therein. Disadvantaged youth are denied choice in careers. They possess neither the "credentials" nor the "sponsor" to escape poverty and thus they are relegated to the intolerable choice of a poor job or no job at all. Career choice is vital for dis-

advantaged youth. Most work now requires many years of formal education, for even the lowest rung on the career ladder. If the disadvantaged are to enjoy options in the world of work they must be kept academically alive. They cannot be shunted aside into low ability groups and not allowed to develop the basic skills required further up the educational line. They cannot be isolated by putting them in special classes for the socially and emotionally disturbed. They must not only be kept alive, they must also be given the knowledge and the experience requisite to intelligent choice.

9. To train prospective teachers to help students to become able to:

    a. Choose, perform, and enjoy a viable vocation,

    b. Exercise the complicated task of democratic citizenship

    c. Engage in satisfactory inter and intra-personal relationships, and

    d. Engage in culture-carrying activities.

In the context of these four objectives, the disadvantaged can be defined. Everything that is learned in the name of education must be judged by whether there is clearly current or future use of that learning in making choices.

6. to help prospective teachers understand how the learning process is associated with the self-identification process;

7. to provide experiences which will enable prospective teachers to develop skills in meeting the physical, emotional, social and mental needs of disadvantaged students;

8. to help prospective teachers understand and appreciate the value of good mental health to learning of the disadvantaged; and

9. to aid prospective teachers in acquiring the skills needed in promoting self-development in the learner.

Society's Expectation and Demands of the Teacher

We need teachers today who are liberally educated and who are professionally competent and proficient in meeting the expectations and demands of the society in which they teach.

Five of these most imperative expectations and demands are:

1. The responsibility of the classroom teacher is to assist in the development of adaptable, rational, creative and cooperative individuals who are capable of coping with the world in which they live, who are prepared to be productive citizens in the world of tomorrow, and who possess an awareness of moral, spiritual, and social values.

2. The public schools, and hence, classroom teachers, must present students with a variety of challenging and stimulating experiences which widen their perspectives, make them at one and the same time leaders yet followers, independent thinkers yet responsive on the

to the needs of society, also a willingness to take the risks involved in seeking solutions and to accept the consequences of their decisions and actions.

3. The public schools must produce creative and self-disciplined individuals with a sense of responsibility and initiative to operate in a free and democratic society--individuals who will be able both mentally and physically to adapt, cope and function in a changing society, who are willing and able to make decisions, who are aware of the world around them and the value of man, and who strive for man's continued betterment.

4. Each individual should have the opportunity to develop to the fullest his individual talents, whatever they may be; to become a self-motivated personality who is responsible for a major part of his own learning; to get along in the world economically; and to have a healthy curiosity for the world and the people around him.

5. Amajor goal of education must be to produce individuals equipped to meet the challenge of a changing society--individuals who are ready and able to move into the twenty-first century of mobility and automative where human dignity, tolerance, and respect must prevail.

Teachers Should Be Prepared to Teach and Live in a Multi-Cultural, Multi-Racial, and Multi-Class World.

Perhaps some persons are weary of hearing about the disadvantaged child, the Civil Rights movement, and the problems of big city schools. They are weary because the language used to talk about these problems has become hackneyed, not because the problems have been solved. If teacher education in the United States is to be relevant, it can't ignore the fact that the big urban centers are deteriorating both socially and educationally. The conditions in most city schools are scandalous. Teacher morale is low.

Administrators are harassed and defensive. Parents are restless and unhappy. Children aren't learning all that they should in school. Politicians, educators, and other organizations are fighting over control and jurisdiction. People are anxious about riots, the Black Muslims, and the White Vigilantes. Feelings of hopelessness and despair are common. In short, we need teacher education programs today which are truly relevant within the nature of our society from which they take their meaning and in which we make our commitments to freedom, individualism, and rationality. A relevant teacher education program in the 1970's should not only prepare teachers to be effective in the 1970's but also in the 1980's. Teachers should be innovators--to produce and accommodate new ideas, to change when community needs and children change.

We need to move away from the single-dimensional to the multi-dimensional teacher. Not only must the teacher be multi-dimensional in the types of growth he seeks to promote, but he must have vertical dimensions in that he sees himself as having responsibility for working with any child at his own achievement level and taking him as far as he can along the continuum of each type of growth. As we move into a greater understanding of the range of individual variability and take steps to bring into a given school situation an even wider range of differences than have been dealt within the past, it becomes necessary for teachers to have the ability to deal with many types of individual growth and many levels of individual achievement.

To adequately meet this multi-dimensional task in teaching, a teacher must have those competencies which include:

1. the ability to relate to the learning of a student; this includes diagnosis and individual instruction. The teacher must be trained to be an educational diagnostician;

2. the ability to analyze group development and interaction and perform a leadership role in a group;

3. the ability to communicate fluently both with individuals and groups;

4. the possession of a body of specialized skills and knowledge essential to the performance of his job. This knowledge should be deep enough in subject matter disciplines to enable the teacher to approach the field from a number of different angles and to inquire into dimensions that he has not hitherto explored; and

5. the ability to structure and restructure knowledge. This competency will enable the teacher to choose from his specialization the type of knowledge that is important to a given individual or group and to restructure it so that the individual or group may investigate the knowledge in terms of its own motivation.

If these are the kinds of competencies we want teachers to develop in this training model at Shaw University, we should declare this fact to the University-wide community of students, faculty and staff. Anyone who selects the Shaw University product should expect to obtain a teacher with these competencies.

Section VI

THE MASTER'S PROGRAM IN ELEMENTARY EDUCATION

Philosophy

The philosophy underlying the development of the Master of Arts program for Shaw University is expressed in the Shaw Plan of Education. The Shaw Plan of Education is a developmental concept of education inaugurated under the leadership of President James Cheek, whose vision and foresight brought it to fruition. The development of the model ties in which the Shaw Plan of Education as well as the development of the Master's Program in Elementary Education.

In his Inaugural Address on April 16, 1966, Dr. Cheek set forth the idea that "We shall have a role to play in the larger future to which our nation looks with hope only on the basis of our ability to provide education of unimpeachable quality to those whom we admit to learn, and on the basis of our willingness to provide truly beneficial services to the society whose support we seek to cultivate." The programs suggested in the Model will provide that "unimpeachable quality" needed for a top-flight Master's program in Elementary Education at Shaw University.

"In the years ahead," he continued, "Shaw University and its companion schools must be made full partners in man's most noble venture: the development of the human mind. The day of our isolation must be ended and we must now enter into the mainstream."

The developmental aspect of the Shaw Plan of Education can be seen in the development of the Model itself. One can not appreciate its development without understanding the history of Shaw University, for its history, so imbedded in destiny, seems like a dream-- for it was a dreamer, Henry Martin Tupper, who can also be classed as a prophet-- a humanitarian--who called together a few "explorers on December 1, 1865, to instruct them in the accumulated wisdom of our heritage." It must be borne in mind that Shaw's heritage has much to do with the development of a Model to be used at Shaw University.

Speaking of the heritage of Shaw and its development, which could serve as a spring board, a foundation; especially if that heritage has been producing, Dr. Asa T. Spaulding, at the time of the inauguration of Dr. James Cheek, president of the Board of Trustees said, "Time has tested its capability for endurance; vicissitudes have tried its capability to survive. The testimony to its strength and its worth lies neither in its past, which is glorious; nor its present, which is noteworthy; nor in its future, which is promising. What gives vivid witness to its strength and worth has been and will always be its capability for service, its noble endeavors, its forward-looking vision and its rugged determination."

Those who are working at developing the Model and the Master's program certainly should listen to Earl J. McGrath, Teachers College, Columbia University, who spoke next and said that,

> Our predominantly Negro colleges must continue to perform their functions of rectifying the educational deficiencies of many of their students. Until the lower schools which provide preparatory education are sufficiently improved, the colleges will have to accept students as they are and build up their educational and cultural background on an accelerated schedule. Some of the nation's most famous liberal arts colleges earlier in this century maintained their own academies which provided enriching programs to remedy the deficiencies of their applicants. For a period of ten or fifteen years while the elementary

> and secondary school programs are being expanded and strengthened many of the predominantly Negro colleges ought to employ a veriety of educational programs and techniques of individualized instruction to raise the performance of entering students.

After studying the messages of those who followed on the program and quoted below, one would think that they had the development of the Model in mind as they commented on Shaw's future.

Dr. King V. Cheek, Acting Dean of the College, answered the challenge of Dr. McGrath by saying that "we will build together a college whose object is thorough mental discipline, which will quicken and deepen their understanding and which will also encompass the inculcation of moral value without which no amount of knowledge can produce a truly educated individual." Collie Coleman, the President of the Student Council, imbued with the spirit of Shaw and its Plan of Education, stated, "Since progress in modern day society is often measured by the innovation of new ideas, I might say here that our President has merited distinction in this capability also. In the short time that he has been with us, he re-evaluated our curriculum, our teacher education program, and set in motion a unique and carefully organized program of studies, known as the "Shaw Plan of Education," so designed to give more youth an opportunity to rise to areas of greatness so that they too may contribute to the well being of mankind."

In planning a program for prospective teachers, the leaders of Shaw Universtiy are conscious of the evolution in teacher education during the last two decades. The question that presents itself in this dialogue is: In teacher education programs, should emphasis be placed on content courses, or on the professional education areas? The verb "to teach", according to an English educator, takes two objects. If, for an example, a teacher were to say, "I teach John English," there are three things the teacher must know: English, John, and the condition under which the reasons why John learns English. Several models studied on the development of a model for Shaw University, point up that a good teacher needs knowledge of his field, the progress of education, professional skills in the art and science of teaching, and a strong background in liberal or general education.

Kozamias makes a keen observation and assessment of teacher education as it relates to liberal arts colleges in our nation.

> Before the rise of the teachers' colleges and the colleges of education, the liberal arts colleges and universities were the sole agencies preparing secondary school teachers. Even now, contrary to a popular ceonception, the chief source of supply of such teachers is in the liberal arts college and university. It seems clear, therefore, that if there is something wrong with our high school teaching, the liberal arts college must accept a large part of the responsibility. An equally important and, in my opinion, unfortunate fact, is that the liberal arts college, and particularly the "Best" among them, have assumed less and less responsibility in teacher education. This being the case, how is it possible to meet the necessary demands for good teachers? Strong liberal arts colleges draw many if not most of the ablest students from the best secondary schools. If they exonerate themselves from the responsibility of encouraging some of these students to enter the teaching profession, then the schools will suffer, and ultimately those colleges themselves will suffer. The classical tragic cycle of "hybrids begets hybrids"will be in operation, if it is not already. The conclusion, therefore, seems inevitable. If there is to be an improvement in teacher preparation, the liberal arts colleges must participate more actively and more imaginatively to bring it about.[4]

The thinking and planning that went into the organization of the Shaw Plan of Education can be seen in its preamble.

> The purpose of the Shaw Plan of Education is to provide a solid liberal arts education which allows students to progress at their own pace. Students with top scholastic abilities are not bound to a schedule of learning geared to the average student.
>
> Such a plan has many advantages. Perhaps the opportunity to develop his abilities to the maximum. At the same time, the Shaw Plan of Education demands that each student assume a large measure of responsibility for his own learning.

In planning the Master of Arts Program for Shaw University, we are cognizant of the argument presented by Kozamias with respect to the responsibilities involved in producing good teachers. We also realize that a strong liberal arts program together with a good teacher education program must precede a good Masters of Arts Program and we believe that such exists in the Shaw Plan of Education.

Design

Shaw University's Master's will begin its first year of operation as soon as funds are available. When established (with foundation aid), the program will be open to college graduates desiring a program of teacher education for the elementary school.

The program is designed for students with strong undergraduate records in the Arts and Sciences and in an undergraduate Teacher Education program.

Students will be required to spend fifteen months, which will involve an academic year and two summers.

Briefly, the elementary education program will include courses in the "New" mathematics, science education, the teaching of communication skills, reading, social studies education and other selected courses in education.

Usually a student will enter the program in a summer session. The summer session program includes an "Introduction to Education" workshop, which will consist of observation of skilled teachers in various summer programs; and participation in teaching-learning stituations.

The fall and winter semester will be devoted to courses and seminars. The spring semester will be devoted to courses and seminars in research.

A comprehensive examination consisting of written and oral segments will be required at the end of the spring semester. This examination should determine a student's fitness for the Master's degree. A student who fails the examination will be assigned to the Seminar in Educational Problems where he will be given a specific assignment by the Examining Committee. He should be permitted to take the examination again at the end of the second summer. He will be given three chances to pass the examination.

The committee will be composed of the student's advisor and four other members appointed by the chairman of the program. The members of the committee will vote openly under ordinary situations; however, in unusual situations, the members should vote by secret ballot.

An advisor for the student will be appointed by the director when the student enters the program.

Some Prerequisites

The Master's program at Shaw University will be based on the students' acquisition of a good liberal arts education with an A.B. or B.S. degree and a thorough knowledge of specific subject matter fields acquired in the undergraduate years.

Candidates who apply should be interested in Elementary Education and willing to subject themselves to a rigorous, logical, psychological and analythical approach to the art and science of teaching.

Liberal Arts College
and
Teacher Education Program

The Plan

Master's Program = The Student + Cooperating School + Liberal Arts College

The Plan as a whole is designed to bring together the undergraduate college student of Shaw University, selected cooperating schools and the Master's Program in a joint venture to prepare the student for effective teaching. Each element has significant responsibilities, each must understand the role of the other, and each must realize that none can do the task alone.

The Liberal Arts College prepares the student in various subject matter areas, with emphasis on his chosen area. The Teacher Education division provides wide experiences, and professional courses. The cooperating extra-classroom activities provide the student with clinical experiences.

The extra-classroom activities should include many hours in such activities as dramatics, athletic coaching, youth club work, scouting and community activities. Thus, the student learns to reach elementary pupils in informal situations.

The Master's Program should ensure that educational theory and practice will be studied and analyzed systematically.

The faculty should be well grounded in those phases of history, philosophy, and the social sciences that serve to explain the place of schools in contemporary urban society, the objectives of educational endeavor, and the complexities of the learning process.

It is imperative that the faculty at Shaw University in the Liberal Arts and Teacher Education, and the Master's Program know how to select the most appropriate elements from the great wealth of their particular academic disciplines and to develop a sound strategy of organizing and presenting this material.

The education courses in the Master's Program should have content and vigor. For example, loosely-structured methods courses can be time consuming, unless the following steps are taken:

1. An analysis of the discipline, its structure, symbolism, etc.;
2. A critical analysis of the course;
3. An organization of teaching units by utilizing outlines, setting up aims and objectives along with appropriate teaching procedures;

4. An organization of the program around students of various abilities;
5. The utilization of all aspects of the discipline; and
6. An emphasis on the What as well the How in the approach of the course.

Master's Program in Elementary Education

Sequence of Courses:

1. First Summer Session

    Ed. 511 - Introduction to Education
    Ed. 512 - Seminar in Communication Skills
    Ed. 513 - Seminar in Social Studies Education
    Ed. 514 - Seminar in Science Education
    Ed. 515 - Seminar in Mathematics Education

2. Fall and Winter Semester

    Ed. 516 - Learning Theories and Patterns and Teaching Strategies
    Ed. 517 - Innovations in Instructional Technology
    Ed. 518 - Cultural Constraints in Educational Development
    Ed. 519 - Child Study and Guidance in the Classroom
    Ed. 520 - Schools and Schooling in Cross-Cultural Perspective

3. Spring Semester

    Ed. 521 - Diagnosis and Remediation of Reading Difficulties
    Ed. 522 - The Educational Diagnostician
    Ed. 523 - The Psychology and Education of Exceptional Children and Youth
    Ed. 524 - Teaching the Disadvantaged
    Ed. 525 - Curriculum Development and Educational Innovation

4. Second Summer Session

    Ed. 526 - Seminar in Expository Writing
    Ed. 527 - Contemporary Education Issues
    Ed. 528 - Parent-School Community-Relations
    Ed. 529 - Seminar in Educational Research
    Ed. 530 - Elementary School Practices: Art, Music, Physical Education

Guidelines for M.A. Degree in Elementary Education

Guideline 1: The program should broaden the teacher's understanding of the purpose and role of the elementary school. Appropriate courses:

Ed. 511 - Introduction to Education
Ed. 518 - Cultural Constraints in Educational Development
Ed. 520 - Schools and Schooling in Cross-Cultural Perspective
Ed. 527 - Contemporary Educational Issues
Ed. 528 - Parent-School Community Relations

Guideline 2: The program should extend the teacher's understanding of the nature of the learner and learning process. Appropriate courses:

Ed. 516 - Learning Theories and Patterns Teaching Strategies
Ed. 519 - Child Study and Guidance in the Classroom
Ed. 522 - The Educational Diagnostician
Ed. 523 - The Psychology and Education of Exceptional Children and Youth
Ed. 524 - Teaching and Disadvantaged

Guideline 3: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects. Appropriate courses:

Ed. 525 - Curriculum Development and Education Innovation
Ed. 529 - Educational Research

Guideline 4: The program should extend and deepen the teacher's ability to work effectively with the content areas of the elementary school curriculum. Appropriate courses:

Ed. 517 - Innovations in Instructional Technology
Ed. 521 - Diagnosis and Remediation of Reading Difficulties
Ed. 526 - Seminar in Expository Writing

Guideline 5: The program should provide for concentrated study in one or more of the instructional areas of the elementary school curriculum appropriate courses:

A. Ed. 512 - Seminar in Communication Skills
Ed. 513 - Seminar in Social Studies Education
Ed. 514 - Seminar in Science Education
Ed. 515 - Seminar Mathematics Education
Ed. 530 - Elementary School Practicum: Art, Music, Physical Education

B. Or five elective courses in a subject matter area (appropriate to the elementary school curriculum) for concentrated study.

Summary

There are two phases of the current (1969-70) program for elementary education. The second phase deals with the area of specialization.

The following courses are a part of Phase I: Three courses in English, two in Mathematics, one in Life Science, one in the Non-Western World, two in Afro-American Studies, three in Physical Education, one in Physical Science, three in Communications, one in Urban Growth and Problems, and one in Dynamics of Behavior.

The major courses in Phase II are: Two courses in English, two in Art, two in Music, three in Health and Physical Education, two in History, two in Geography and one in Political Science.

Elementary Education majors must have a concentration in one of the following areas: English, Mathematics, Music, Science or Social Sciences.

Professional courses for elementary education are: The American School System, Child Psychology, Parent-School-Community Relations, The Role of the Teacher, Children's Literature, Multi-Media Resources and Their Use in Education, Measurement and Evaluation, Teaching Mathematics in the Elementary School, Teaching Science in the Elementary School, Teaching Communication skills in the Elementary School, Teaching the Social Sciences in the Elementary School, A Correlated Course in Methods and Student Teaching (Elementary).

Preregistration activities and guidance services determine, largely, the curriculum arrangement. In fact, the schedule is set up based on student needs for the most part.

The schedule is arranged in a quarter-system pattern to accommodate students' needs.

Since other colleges and universites in the City of Raleigh are on a mutual consortium arrangement in program planning, schedules are made with this in mind.

Students at Shaw University take courses at other institutions of higher learning in Raleigh and students in these institutions take courses at Shaw.

In program development, an environment may be developed in which students acquire behavior geared to the goals and objectives of the program. These goals may be referred to as behavioral goals. These behavioral goals are self-developing in nature; therefore, trainees participate in program planning. This may be done with their own level of competency in mind.

Mastery and efficiency are emphasized at each stage. At each stage, levels of performance may be realized before moving to the next stage. Time limits are determined by the student and hence, traditional course jargon, like credits and credits hours are omitted.

It is suggested that applicants for a teacher education program should be screened, based on past performance in academic disciplines. Some device should be utilized to determine the applicant's aptitude for childhood educational development.

Guidance services to the admitted student should be adequate and personal to alleviate problems of self-adjustment. Guidance services should also be comprehensive and they should especially include career-planning techniques.

The curriculum of a teacher education program should be so individualized so that the student may be an expert in planning, directing, and evaluating his own educational progress.

A teacher education development program should stress the following teacher competencies: evaluation of learning goals, a knowledge of pupil achievement levels, and an understanding of the learner's characteristics; long and short range planning techniques; motivational techniques and self-development techniques.

A criteria for individualized instruction may be considered in a teacher education program. The criteria should include the student's rate of learning, mastery of units, level of students' competency, self-directed and self-selected techniques, rate of progress, needs of each trainee and ability to utilize group action.

A teacher education program may include clinical settings to include practical learning theories, service to children, and individualized teaching.

It is suggested that clinical experiences in a teacher education program should be developmental in nature. Five major areas may be considered: general-liberal education, modes of knowledge, professional use of knowledge, human learning, and clinical studies.

In developing a teacher education program, a task force may organize a consortium-type of educational planning to include other simular institutions, state educational agencies, and various research agencies. It should be understood in considering the plan that it is expensive and time-consuming; therefore, if a force thinks the program is too expensive, various sections can be modified.

A five-year program is practical for a small institution, providing the fifth year is a graduate program.

Conceptual types of program development are practical and feasible for the development of mature learner to assist in organizing new learning strategies. They provide opportunities for the student in education to work directly with children and youth and create a climate for a working relationship between the student and educators on all levels.

Conclusions

1. Courses in Phases I and II should be examined to determine their feasibility and relevance in the education department.

2. Professional courses should be studied to determine if all the needs of prospective teachers are met.

3. Behavioral goals are important to program planning and program development.

   Program planning is at its best when students participate and become involved in program development; however, mastery and proficiency at each stage is a demand if effectiveness is to be assured.

   Program development is at is best when trainees are not slaves to traditional mores.

4. Some type of screening program for applicants is necessary. Data and other results from a screening device should reveal aptitude for teaching and interest in the field of education.

   Self-adjustment on the part of students admitted to the program is necessary for educational maturity. Guidance services geared to self-adjustment will insure educational maturity.

5. Individualized instruction is also pertinent to program planning and program development. Individualized instruction enables a student to become an independent partner in program planning and development. Individualized instruction must make for program evaluation which makes program planning continous in nature.

6. A good teacher education program must contain the following competencies: evaluation of learning goals, a knowledge of pupil achievement levels, and understanding of the learner's characteristics, long-and short-range planning

techniques and self-development techniques.

7. Individualized instruction is important in a well-organized and an effective teacher education program, but criteria should be set up to judge its effectiveness.

8. Effective criteria include the students' rate of learning, mastery of units, levels of competency, self-directed and self-selected techniques, rate of progress, needs and abilities to utilize group action.

8. A clinical approach to program planning is necessary for program enrichment. This program planning and developmental approach can best be realized through the cooperation of other institutions of higher learning. Other agencies should be employed as the program develops. These agencies provide the enrichment needed for an effective program which guarantees learning.

   Clinics should be experimental in nature; therefore, more practical application of learning theories will be discovered, more effective services to children will be found and new and different teaching techniques will be discovered. Program development will become more exciting both to the learner and the teacher.

9. If educational clinics are to be successful, they must be developmental in nature. New discoveries will create a learning base or a beginning point for further discoveries.

10. A consortium-type of educational planning is expensive in many cases. In a practical planning program for a small institution, various phases of this type may be employed to strenthen planning. For example, consultants that have been a part of model development programs could make definite contribution to an educational development program.

11. A teacher education program may be a five-year program. Six professional components should be included methods and curriculum, child development, teaching theory and practice, professional sensitivity training, social and cultural foundations and self-directed components. Internship should be a part of the fifth-year activities. A student will obtain a master's degree upon the completion of this type of program.

12. A teacher education task force may consider a conceptual type of program structure. This program will include controlling knowlege, actualizing the self, to others, shaping the school, making and executing teaching strategies and creating an interpersonal climate. This program features a contact laboratory which provides for the teacher candidate's being in contact with schools and children.

RECOMMENDATIONS

The committee wishes to make the following recommendations:

1. That in program development and program enrichment in the Teacher Education Department at Shaw University, behavorial goals be set up during the planning.

That students participate in the planning with the assurance that mastery is demanded. The criteria should steer away from traditional concepts. Creativity is important from the outset.

2. That a screening device be set up to determine the fitness of applicants for the program of teacher education.

Applicants should be admitted who exhibit strong interest in teaching and who will be willing to launch out into a mature type of learning developments. Applicants are desirable who have the aptitude for experimentation and a clinical analytical approach and educational development. Applicants of this type will not only be teachers of the highest calibre, but professional educators who will continue to be developers and contributors on a large scale. They soon will become educational experts and themselves consultants.

3. That guidance services be ample and and varied to ensure adjustment at every stage of their development. The guidance base will serve as a resource station and motivator.

4. That guidance services and teaching program be set up to deal with the individual student as much as possible. This will enable the learner to discover his own problems and to find solutions

with the aid and service of the teacher and counselor.

This individualize approach tends to strenghten the learner and provides him with the tools needed for efficiency and growth.

5. That the teacher education planning and developmental program at Shaw include the learning found elsewhere in this report. These competencies make for strong teachers so needed for the present and future elementary school child.

6. That criteria be set up to judge an individualize instructional program. These will help determine an adequate program. Suggested criteria are found elsewhere in this report.

7. That the Teacher Educational Development Program at Shaw University be clinical in nature. The program then will bring to light new and exciting programs and new techniques will be developed. Other institutions will show and reap the benefits of successful efforts.

8. That the task force at Shaw Universty seek to guarantee that the clinical approach be developmental in nature. This will make for levels of experimentation that lead to new discoveries and inventions.

9. That a true consortium type of eductional planning and developmental experience not be employed. This will be impractical and non-feasible for Shaw University; however, practical

phases of this type will be helpful program development. It is also recommended that the task force study the consortium type and select the practicable features for Shaw's plans.

10. That a five year program be considered, but the firth year be a graduate program, as described elsewhere in this program.

11. That the Shaw University Teacher Education Program include the conceptual type of program development. Phases of the program are to be found elsewhere in this report.

12. After making a study of Phases I and II of the Education curriculum and in light of the change from the quarter system to the semester system on the part of the University, the committee desires to make the following recommendations for curriculum program changes:

Teacher Education Curriculum

1st Year

1st Semester	Credit Hours
English 151	3
Math 151	3
Life Science 161	3
Communications 151	3
Physical Education 151	1

2nd Semester	Credit Hours
English 152	3
Math 152	3
Communications 152	3
Afro Studies	3
Physical Education 152	1

2nd Year

1st Semester	Credit Hours
Western Civilization 171	3
English 22o	3
Art 212	3
Geography 211	3
Dynamics of Behavior 201	3
Physical Education 153	1

2nd Semester

Western Civilization 172	3
English 221	3
Geography 313	3
History 341	3
Physical Education 211	3

3rd Year

1st Semester	Credit Hours
History 342	3
Children's Literature, Ed. 331	3
Administration and Supervision Ed. 211	3
Role of the Teacher, Ed. 223	3
Child Psychology, Ed. 313	3
or	
Adolescent Psychology, Ed. 322	
Measurement and Evaluation in Education, Ed. 350	3

2nd Semester

American School System, Ed. 211	3
Children's Literature, Ed. 331	3
Role of the Teacher, Ed. 323	3
Child Psy. Ed. 313 or Adolescent Psy. Ed. 322	3
Multi-Media Resources and their Use in Education, Ed. 340	3
Educational Psychology, Ed. 211	3

4th Year

1st Semester	Credit Hours
ALL METHODS COURSES	
Ed. 411 - Math	3
Ed. 412 - Science	3
Ed. 413 - Language Arts	3
Ed. 414 - Social Studies	3

Student Teaching Ed. 480	6

4th Year

2nd Semester	Credit Hours
Political Science 223	3
Art 222 or Music 362	3
Teaching Reading Ed. 332	3
Elective	3
Elective	3

The two semesters during the fourth year are interchangeable, depending upon which semester the student elects to do his student teaching.

FOOTNOTES

[1] Fantini, Mario D. and Weistein, Gerald. The Record, "Taking Advantage of the Disadvantaged", New York: Teachers College, Columbia University, Vol. 69, No. 2., November, 1967, pages 103-114.

[2] Bruner, Jerome. Process of Education, Cambridge, Massachusetts: Harvard University Press, pages 31-32.

[3] Ibid. page 54.

[4] Kozamias, J. M., Director, MAT Program, Oberlin College, page 24.

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